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UNIVERSITY OF ILL.

PRESIDENT'S OFFICE

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LANDER COLLEGE

(FORMERLY CALLED WILLIAMSTON FEMALE COLLEGE)

GREENWOOD, S. C.



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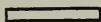
FEB 1 1921

CATALOGUE 1906-1907
ANNOUNCEMENTS 1907-1908
AND
FOUNDER'S DAY RECORD 1907

PURITAS ET SCIENTIA

BAND & WHITE, PRINTERS, SPARTANBURG

APPLICATION FOR ADMISSION TO LANDER COLLEGE



To the President:

I, Miss
hereby apply for admission to Lander College for the year be-
ginning September 18, 1907.

My full name is

My Postoffice is

My County

My State

My parent (or guardian)

The school I attended last

I will take lessons on piano.

I will take lessons on violin.

I will take lessons in vocal music.

I will take lessons in art.

I was vaccinated

Remarks

.....

I promise, if admitted, to be a diligent student and to obey
the rules of the College. Unless hindered, I expect to stay till
the year closes in June, 1908.

.....Pupil
I endorse the above.

..... Parent or Guardian
Strike out lessons in Music, etc., not taken.
Send to Rev. John O. Willson, Greenwood, S. C.

LANDER COLLEGE

(Formerly Williamston Female College)

GREENWOOD, S. C.

UNIVERSITY OF ILLINOIS

PRESIDENT'S OFFICE



A Safe Home For Young Ladies
Christian Education
Thorough Work



Thirty-Sixth Year
1907-1908

The College Year

1907-1908

1907 SEPT. 1907							1907 OCT. 1907							1907 NOV. 1907							
Su.	M.	T.	W.	Th.	F.	S.	Su.	M.	T.	W.	Th.	F.	S.	Su.	M.	T.	W.	Th.	F.	S.	
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1907 DEC. 1907							1908 JAN. 1908							1908 FEB. 1908							
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1908 MARCH 1908							1908 APRIL 1908							1908 MAY 1908							
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1906/07-1909/10

(Completed)

COLLEGE CALENDAR

- 1907**—September 18, 9 a. m.—College opens.
September 17-18.—Classification of students.
September 21, 8 p. m.—Welcome to new students by
Y. W. C. A.
September 22, 8 p. m.—Opening Sermon.
September 27.—Greenwood Day.
October 7.—Musical Recital by Faculty.
November 28.—Thanksgiving Day.
December 20.—Christmas and New Year Recess begins.
- 1908**—January 3.—School work resumed.
January 30.—Founder's Day—Half-holiday.
January 31.—Second Term begins.
February 12.—Williamston Day.
May 9.—Annual outing.
May 31.—Sermon by President.
June 1-2.—Commencement.

BOARD OF TRUSTEES

HON. G. W. SULLIVAN, President	Williamston
REV. A. J. CAUTHEN, Secretary	Batesburg
REV. R. W. BARBER	Anderson
REV. J. L. STOKES, D. D.	North Augusta
REV. M. B. KELLY	Greenwood
REV. P. F. KILGO	Columbia
REV. W. B. DUNCAN, Ph. D.	Rock Hill
REV. M. W. HOOK	Bennettsville
HON. C. A. C. WALLER	Greenwood
MR. R. M. HAYES	Greenwood
MR. L. A. MANNING	Dillon
MR. JOS. SPROTT	Manning
MR. J. S. CONNER	Conners

GREENWOOD COMMITTEE

HON. C. A. C. WALLER, Chmn.	MR. A. ROSENBERG
MR. J. B. WHARTON, Secty.	MR. R. P. BLAKE
MR. J. B. PARK	DR. R. B. EPTING
	MR. J. T. MEDLOCK

ALUMNAE ASSOCIATION

MRS. M. F. ANSEL, President	Columbia
MRS. T. C. TURNER, Vice-President	Greenwood
MISS SUSIE HODGES, Recording Secretary	Greenwood
MRS. W. A. WILLIAMS, Corresponding Secretary	Greenwood
MRS. A. J. CAUTHEN, Treasurer	Batesburg
EXECUTIVE COMMITTEE—MRS. J. P. GOSSETT, Williamston, and MISS ELIZABETH ALEXANDER, Greenwood, with the officers.	

OFFICERS

JOHN O. WILLSON
President and Treasurer

IVRY E. CURRY
Secretary of Faculty

MRS. LAURA A. LANDER
MRS. JOHN O. WILLSON
Lady Principals

MRS. MINNIE J. WILLIAMS
Matron

MRS. LULA C. RUMPH
Housekeeper

DR. R. B. EPTING
College Physician

MISS EULALIE EARLE
Manager of Book Room

MISS MARGARET JONES
Librarian

MISS JESSIE PLAYER
Assistant Librarian

FACULTY

REV. JOHN O. WILLSON, D. D.
President

WILLIAM TERTIUS LANDER, A. B., A. M.
(Wofford College; Vanderbilt University)
On leave for study of Medicine

IVRY ELDRIDGE CURRY, A. B., A. M.
(Wofford College)

SAMUEL LANDER PRINCE, A. B.
(Wofford College)

JAMES CLARENCE HARPER, A. B., M. D.
(Wofford College; University of Maryland)
Physiology and Hygiene

MISS ELIZABETH ALEXANDER, A. L. B.
(Williamston Female College, now Lander College)

MISS MARY LOUISE BARBER, A. L. B.
(Williamston Female College, now Lander College)

MISS KATHARINE VALPA SCOTT, B. L.
(Bethany College, West Virginia)
French and German

MRS. KATHLEEN LANDER WILLSON, A. L. B.
(Williamston Female College, now Lander College; and student of Dr.
H. A. Clark, Philadelphia)

Music and Literary Departments

MISS MARY WALKER NEWTON, A. L. B.
(Williamston Female College, now Lander College; Converse College
Music Department, and Philadelphia)
Piano.

LANDER COLLEGE

7

MISS ANNIE ELIZABETH AUNSPAUGH, B. A.

(Peace Institute, Agnes Scott College, and Cincinnati Conservatory
of Music)

Piano and Violin

MISS NETTIE SAWYER, B. A.

(Utica Conservatory)

Voice

MISS HANNA KEELY, A. L. B.

(Palatinate College, Academy of Fine Arts in Philadelphia, New York,
and Boston)

Principal Art Department

MISS LENA LAWSON, A. L. B.

WILLIAMSTON FEMALE COLLEGE

AND

COLUMBIA UNIVERSITY, N. Y.

Lander College

(FORMERLY WILLIAMSTON FEMALE COLLEGE)

LANDER COLLEGE and its splendid property in the city of Greenwood, South Carolina, belong to the South Carolina Conference of the Methodist Episcopal Church, South. The property is a gift in perpetuity of the citizens of Greenwood and its vicinity. It is worth over sixty thousand dollars, and there is only a debt of less than thirteen thousand, part of which is already secured and the balance will be. It is rare that such a gift is given to a Church of Christ—at least in our section of the country.

The College is named for the late Rev. Samuel Lander, A. M., D. D., who founded it in the town of Williamston, S. C., on February 12, 1872, who successfully conducted the school for thirty-three years, and who arranged, with consent of the Board of Directors, for its removal to Greenwood. It was his life-work, his greatest achievement, and all concerned agreed that its first name of Williamston Female College be changed to Lander College, as a memorial of him.

Origin of Lander College

By the South Carolina Conference of 1871 Dr. Lander was appointed to the Williamston Circuit, with the distinct understanding by the Church authorities that he should supplement his salary as preacher-in-charge by teaching.* So on Febru-

*It may be that our friends would be interested in some connected facts given by Hon. H. M. Prince, of Williamston: In 1871 the officers of Williamston Methodist Church asked Rev. R. P. Franks, the presiding elder, to secure for their church, a preacher who should supplement his salary by teaching. They had heard favorably of Rev. T. W. Smith and thought that he or some such man would meet their needs. The presiding elder thought their idea a good one, and during the early days of the Bishop's Cabinet, Mr. Smith was set down for Williamston Circuit. Late in Conference week, Drs. S. B. Jones and S. Lander agreed to dissolve their joint presidency of Spartanburg Female College, and Dr. Lander retired from that institution. As a member of the Conference, he had to be appointed somewhere, and most of the appointments had been fixed. In this dilemma it was remembered that Williamston was to have a pastor who was to teach school, and that Dr. Lander could meet these conditions. Mr. Smith was changed to Cane Creek Circuit and Dr. Lander was sent to Williamston to preach and to teach. He went to his post, conferred with the brethren and his presiding elder, and with their hearty endorsement, rented the unoccupied hotel and on February 12, 1872, opened the Williamston Female College. Mrs. S. Lander says seventeen boarders and twenty-one pupils from the town were enrolled on the first day. These were joined by others and when the year closed sixty-one students were in attendance. Such success encouraged all, and the hotel property was bought by Dr. Lander and his friends, and in 1873 it was enlarged to its present proportions.

ary 12, 1872, in the old Williamston Hotel (afterwards the college building) he opened a school for young women, with full approval of the Rev. R. P. Franks, his presiding elder, and the officers of the circuit. It was called "The Williamston Female College," and later it was so incorporated. His purpose was not merely to make a living, but to found an institution which would give thorough education to young women; and his further purpose was to put it under the control and at the service of his Conference and Church. With this view he went to the Conference held at Anderson in December, 1872, fully authorized to offer the College to the Conference. There he was met by the chairman of the committee charged with re-opening Columbia Female College, with the urgent request that he should hold back this offer—it being feared that acceptance of Williamston Female College, which was regarded certain, might cause the Conference to hesitate about re-opening at Columbia. Dr. Lander consented and did not make the tender. We have the facts from Dr. Lander himself, and here publish his letter. The present president of the College requested a note stating these facts and received the following:

WILLIAMSTON FEMALE COLLEGE

REV. S. LANDER, PRESIDENT
Williamston, S. C., April 16, 1904

MY DEAR BROTHER WILLSON:

In response to your request, I take pleasure in giving you a few leading facts in connection with the early history of our college.

Having been sent by the Bishop to the Williamston Circuit, which was utterly unable to support my family, I consulted with my presiding elder, Rev. R. P. Franks, and by his suggestion and advice I undertook to establish this institution. I felt perfectly sure that with the resources at my command it would be at least as worthy of patronage as the Spartanburg Female College, from which I had just withdrawn. From the very outset it was our aim to elevate the standard of female education which at that time throughout this region of country was lamentably low. To this end we have been laboring with encouraging success from that day to this.

At the close of our first year—December, 1872—I went to the Anderson Conference with full authority to offer our school to the Conference as a Church institution. But soon after my arrival, my good friend, Brother J. W. Kelly, then president of the Columbia Female College trustees, persuaded me to postpone my proposition till the next session of the Conference, urging that the acceptance of our college

would be a serious hindrance to the success of the Columbia College, just then about to be reopened. So far from being willing to interfere with the Columbia College, I felt an unusually deep interest in its success. Indeed, the occasion for my withdrawal from the Spartanburg Female College in November, 1871, was the fact that I had been conditionally chosen president of Columbia College, provided the trustees found it practicable to reopen the institution in October, 1872. The 'Furber plan' of reopening it was abandoned early in the year 1872.

I am glad to serve you in any way.

Yours very truly,

S. LANDER.

After waiting a few years, in this spirit, the College was offered, but sentiment had changed and it was not received. From time to time other tenders were made, until finally in December, 1898, at Greenwood, the Conference accepted the College as a part of its educational plant. This acceptance was confirmed by the General Board of Education of the Methodist Episcopal Church, South, and since that date the Williamston Female College, now called Lander College, has been a *Conference and Church College*.

For thirty-two years and four months Dr. Lander conducted with distinct success the Williamston Female College, now named *Lander College*. During all these years the Conference, or the Bishop presiding, regularly appointed him to the presidency of the institution, and for the last eight years the College has been under the care and control of the Conference. On December 16, 1904, the valuable property in Greenwood, now occupied by us, was offered to our Conference and was accepted on condition that the debt on it be paid in the next two years. By request of all parties concerned, the Conference of 1904 authorized the change of name from Williamston Female College to Lander College, in honor of Dr. Lander, and the old college under its new name was duly incorporated by the General Assembly of our State in February, 1905. The following is the statute of incorporation:

AN ACT TO AMEND THE CHARTER OF INCORPORATION OF WILLIAMSTON FEMALE COLLEGE OF GREENWOOD, SOUTH CAROLINA, SO AS TO CHANGE THE NAME THEREOF TO LANDER COLLEGE, AND SO AS TO AUTHORIZE SAID COLLEGE TO CONFER DEGREES.

SECTION I. *Be it enacted* by the General Assembly of the State of South Carolina (a Concurrent Resolution granting leave for the introduction of this Bill first having been adopted by the General Assembly by a two-thirds vote of each House), That the charter of in-

corporation of Williamston Female College, of Greenwood, South Carolina, is hereby amended so as to change the name of said college to Lander College, and the rights, powers and property belonging to Williamston Female College, of Greenwood, South Carolina, are hereby conferred upon Lander College as fully as if the name thereof had not been changed, and all the duties and responsibilities of this college under its former name shall attach to Lander College.

SEC. 2. That Lander College is hereby authorized and empowered, through its Board of Trustees, on recommendation of its Faculty, to confer the usual literary degrees.

SEC. 3. That this Act shall take effect on and immediately after its approval by the Governor, and it shall be deemed a public Act; and all inconsistent Acts and parts of Acts are hereby repealed.

Approved the 21st day of February, A. D. 1905.

On December 3, 1906, the Board of Education of the South Carolina Conference, in its report recommended the following preamble and resolutions:

"Whereas, at the session of the South Carolina Conference of the Methodist Episcopal Church, South, held at Darlington, S. C., in December, 1904, the property occupied by Lander College (then called the Williamston Female College) was tendered to this body and was accepted on condition that the debt due on same be paid in two years;

"And, whereas, the time for said payment has nearly expired, and the debt, while largely reduced, has not been paid in full,

"And, whereas, the value of said property is at market price at least five times the amount remaining due,

"Resolved, That this Conference hereby accept the property occupied by Lander College in the city of Greenwood, S. C., with its unpaid balance of debt; that Rev. R. A. Child, president of the Legal Conference, is hereby authorized to approve the necessary conveyance of said property to this Conference; and that the Board of Trustees to be elected by this body be empowered to take steps necessary to raise money to pay the indebtedness due thereon."

After full discussion, the Conference adopted the preamble and resolutions, and Lander College and its property became as fully the property of said Conference as any of the Conference colleges or institutions and their properties. The Conference elected the following Board of Trustees: A. J. Cauthen, R. W. Barber, M. B. Kelly, J. L. Stokes, P. F. Kilgo, M. W. Hook, W. B. Duncan, G. W. Sullivan, C. A. C. Waller, R. M. Hayes, L. A. Manning, Joseph Sprott, J. S. Connor. These trustees met in Greenwood, December 28, 1906, organized by electing Hon. Geo. W. Sullivan, Chairman, and Rev. A. J. Cauthen, Secretary, and authorized Rev. John O. Willson to raise money to pay the balance of debt

according to his convenience and judgment. The pressure of other duties only permitted the President to devote a week to this debt-raising and to visit but three places. The liberality of friends at these points was great, and there is no reason to doubt that the debt will be provided for within two years, perhaps in one.

Transfer From Williamston to Greenwood

The change of the College from Williamston to Greenwood came to pass in this way: In the last month of the year 1902, citizens of Greenwood, S. C., made overtures to Dr. Lander and his Board of Directors, looking to the removal of the College from Williamston to Greenwood. On January 14, 1903, an agreement was reached and articles signed. Several locations in Greenwood were offered and the choice was left to Dr. Lander and his Board. They selected the site where our present handsome building stands, and here eighteen and three-tenths acres of land were bought for the College.

On August 27, 1903, ground was broken by Dr. Lander, assisted by Mrs. Ella Calhoun Turner, one of our first graduates. Hon. C. A. C. Waller presided at the exercises, and Professor J. B. Hood made the address. On May 10, 1904, the old cornerstone—from the Williamston building—was relaid in the Greenwood building by Dr. Lander, and a new cornerstone was also laid by Dr. Frank E. Harrison, Deputy Grand Master of the Ancient Order of Free Masons. Mr. Waller again presided. The address was made by United States Senator A. C. Latimer.

Full of years, devoted to the training of Christian women, Dr. Lander departed this life on July 14, 1904. On July 26 the Board elected Rev. John O. Willson to succeed him.

The Opening at Greenwood

On Tuesday, September 27, 1904, the College opened in its new home in Greenwood. The exercises were attended by large audiences and were very interesting. At the morning hour, inspiring addresses were made by Hon. George W. Sul-

livan, Chairman of the Directors ; Hon. C. A. C. Waller, Chairman of the Greenwood committee ; Hon. J. B. Park, Mayor of Greenwood, and Hon. O. B. Martin, State Superintendent of Education. The President of the College delivered a brief inaugural. At the evening service, Dr. Coleman B. Waller, of Wofford College, extended the good wishes of that institution, and Bishop W. W. Duncan preached an able sermon and dedicated the college building. During the day, students from all parts of South Carolina, and some from beyond the State limits, with fifty from Greenwood, were enrolled. The roll grew until by the end of the year it reached one hundred and fifty-six regular and twenty-two special students. Similar success marked the second year, 1905-1906, and the third year, 1906-1907. In view of the fact that there has been in some years no canvass for students and not so much as two weeks in the others, this is remarkable testimony to the reputation of the College and to the kindness of our friends of the clergy and laity.

Greenwood

The College is located in the thriving city of Greenwood, S. C. Three railways enter this city—the Southern, the Seaboard, and the Charleston and Western Carolina—the latter operated in connection with the Atlantic Coast Line. These great systems give easy communication with the entire State and with all of our great country. Mail facilities are all we wish. Telephone and telegraph lines afford instant correspondence everywhere. Sound banks, fine stores, professional offices, good hotels, live newspapers, cotton and oil mills, and all other enterprises of an up-to-date city are here. The graded schools are admirably conducted. Handsome churches, with able pastors, supply the highest of all service. There is no liquor traffic in favored Greenwood. We have no dispensary nor other provision whereby drink may work ruin.

Location

The college grounds are ample and exactly suited to our purposes. While in plain view of two railways and approached

by good streets, our property is off the thoroughfares sufficiently to have safety and quiet. Yet we are within a quarter of a mile of the Methodist, Presbyterian and Baptist churches and less than half a mile from the Protestant Episcopal church. Stores and offices are not half a mile from us. Our physician is in easy reach, and so are the other medical practitioners. We have the advantage of a well-organized city, yet are removed from its dangers.

College Building

Our college building is imposing and handsome, without being unduly expensive. There has been no stint in necessary outlay, nor any waste of money in non-essentials. It is of brick, with stone trimmings, three stories high, two hundred and fifty feet long, wide corridors, ninety-seven rooms, lighted by electricity, heated by steam. Sanitary and other conveniences are provided. Not only comfort but substantial luxury has been secured.

The Auditorium is named "Waller Hall" in honor of Capt. C. A. C. Waller, who was the leading spirit in securing Greenwood's generous contribution for the institution. It can seat twelve hundred people.

Class-rooms, music rooms, art rooms, parlors, society halls, laboratory, and all else are suited to the demands of the work.

Trees, flowers and grasses have been planted in our grounds, and the College Park is fast becoming a scene of beauty.

Six acres of our property are in cultivation and furnish fruits and vegetables.

An adjoining dairy farm of forty-five acres is the property of the estate of Dr. Lander and Professor W. T. Lander.

We have room for one hundred and thirty persons, and could place more with a little crowding. In some future year the eastern wing, contemplated in our plan, can be added, and we shall then be able to care for two hundred and fifty people—possibly a larger number. This addition will not mar but will make more handsome our already beautiful building. It

is now needed and should be supplied in the course of the coming year.

Faculty

Our faculty is composed of five men and nine women, beside the physician, matron, housekeeper, and other helpers. These teachers have had the advantage of creditable careers in prominent colleges, and many of them have attended special schools and most have had large experience in teaching. They are able to do advanced and thorough collegiate work.

Professor W. T. Lander, graduate and A. M. of Wofford College, fellow at Vanderbilt University and of wide experience in physics, chemistry and mechanics, has been connected with the College since 1881. He will teach but one section of the year 1907-1908, having decided to take a full course in medicine. Professor Ivry E. Curry, also graduate and A. M. of Wofford College, is an earnest and capable teacher, particularly prepared in Latin, Greek and Mathematics. Miss Elizabeth Alexander, a graduate of Lander College when it was called Williamston Female College, who has taught in her alma mater for years, and also at Seguin Physiological Institute, Orange, N. J., is a remarkably successful teacher in all lines, specially Mathematics and Botany. Miss Mary Louise Barber, also one of our *alumnæ*, is capable anywhere, and particularly well posted in Mathematics and Language. Mr. Samuel Lander Prince, A. B., of Wofford College, is of teaching stock, and is a most valuable addition to the faculty. Dr. J. Clarence Harper, who graduated at Wofford College and Maryland University, is a successful physician and is eminently prepared for first-class work. Mrs. Kathleen Lander Willson, a child of our College, who after graduation studied under great teachers of music, is fitted for service in either the literary or the music departments. Miss Mary Walker Newton, one of our graduates, who studied music also at Converse College and under specialists, is peculiarly fitted for teaching piano. Miss Annie Aunspaugh, of Virginia, graduate of Agnes Scott College and student under specialists, is a skilled

artist and accomplished teacher of violin and piano, and adds greatly to the strength of our musical department. Miss Katharine Valpa Scott, A. B., of Bethany College, is most highly recommended, particularly as teacher of French and German. Miss Hanna Keely graduated at Palatinate College (Pa.), studied in the Academy of Fine Arts in Philadelphia, in New York and Boston, and is not only a skilled artist but an energetic and successful teacher of Art. Her work and that of her pupils have had high commendation at our State Fair and at the Charleston Exposition, and quickly attract attention of artistic people. An additional teacher will be secured in the Literary Department. As teacher of Voice and Chorus Work, we have been very fortunate in securing Miss Nettie Sawyer, of Port Leyden, N. Y., who has a fine voice finely cultivated and who has been successful in teaching voice and instrumental music for years.

Officiary

Our officary is worthy to labor with our teaching force. Dr. R. B. Epting, our college physician, a graduate of the University of Maryland, who every year or two takes special additional studies, and has a wide practice, has shown eminent skill and has won fullest confidence. Mrs. Minnie J. Williams, the matron, has been a friend and mother to our girls and a most successful nurse of the sick. Our house-keeper, Mrs. Lula C. Rumph, has proven herself remarkably capable to do her vital work. Mrs. Laura A. Lander brings the experience of a lifetime in her gracious service and courteous counsel.

With such a faculty and officary we do not hesitate to promise that teaching and training calculated to the formation of a cultured, Christian womanhood.

Curriculum

Our college course embraces the studies taught in colleges for women in our State, and is as follows: English Language, Literature and Composition, French or German, Latin, Math-

ematics, Natural Sciences, History, Psychology, Ethics, the Bible, Music, Art.

We also find it necessary to have four sub-collegiate classes. Many pupils are not prepared for college work, and perhaps cannot get ready at home. We must arrange preparatory work for them, and most willingly do so.

These sub-collegiate classes cover the following subjects: English to Rhetoric; Latin to Cæsar; Arithmetic and Algebra to Quadratic Equations; History of South Carolina, of the United States, and of England; Geography, Physical Geography and Elementary Physiology and Botany.

Applicants for admission to college classes must show by approved certificates or examination that these studies have been thoroughly mastered, and especially must be able to write and spell and punctuate correctly.

Teaching Plan

For nearly thirty years our system of teaching has been the Concentrated-Study plan, improperly called "the one-study plan." But the trustees at their meeting of June 4, 1907, directed its discontinuance as soon as practicable, and this direction will be carried out. The change will not be allowed to delay or put to disadvantage students who are near graduation. These will follow the plan heretofore in use.

Thoroughness and Womanliness

Our College has always stood for thorough education of *womanly women!* Beginning in 1872 with the determination to require thorough study and to develop a high type of womanly women, in which type genuine religion should have chiefest place, Dr. Lander and his fellow-laborers followed unwaveringly the course marked out. Nothing could induce them to pass pupils who did not merit advancement nor to graduate any who did not honestly earn a diploma. As a result, our graduates and students soon came to be looked upon as women ready for any modest, Christian service—*efficient*,

faithful, steadfast, helpful," as Hon. O. B. Martin, State Superintendent of Education, declared he found them.

Commencement

Our Commencement of 1907 began by the graduation of a student on June 1—the day of final examinations. On June 2, at 8:30 p. m., the President preached to the students. Monday afternoon was given to the Art Exhibit—a most attractive display. Monday evening at 8:30 p. m., our deservedly popular governor, Hon. M. F. Ansel, delivered the annual address—an impressive speech. Tuesday morning the Trustees and the Alumnae Association held their meetings, and at 8:30 p. m. Tuesday evening Bishop E. R. Hendrix, of Kansas City, Missouri, preached the commencement sermon—an eloquent discourse.

Medals

The medal, offered by Hon. C. A. C. Waller, through the R. A. Waller Chapter, U. D. C., for an essay on "the principles that actuated the Southern soldiers in the war between the States," was won by Miss Anna Belle Pittman, of Greenwood, and was presented by Mrs. D. B. Alexander. The Art Medal, offered by Hon. Geo. W. Sullivan, for the best progress in Art study, was won by Miss Jose Shuler, of Orangeburg County, and was presented by Rev. R. W. Barber.

Art

Our Art Department is one of the best features of the College. Miss Keely is a real artist, whose natural gifts have been long and carefully cultivated, and who can get good work out of all that enter her studios.

We have two well-lighted studios, equipped with all necessary appliances, including a gilding wheel and a "New Revelation Kiln" in which all the china is fired.

The branches taught in this department are Drawing (charcoal, ink, pencil and crayon), Painting in oil and water-colors, China painting, Tapestry, and Pyrography. Freehand drawing is given once a week to the whole school.

The drawing is done exclusively from object, the antique, and still life. The work in oil embraces flowers, landscapes, figures, and still life. Pupils are allowed to copy from good studies until accustomed to mix paints and they have some idea of composition; then they are expected to paint from objects and work out-doors. Practical perspective is taught in connection with oil and water color. Water color sketches are made outdoors whenever possible. In the studio, pupils paint from objects and still life. China painting in flowers, landscapes, enamel, raised paste, and gilding, is taught. Pupils do their own designing. Painting upon tapestry canvas in dyes or oil colors is taught. Pyrography is the art of decorating wood or leather by a heated platinum-point.

Our Art Exhibits at Fairs or Exhibitions always attract and are highly commended.

Music

It is recognized that the study of Music is most useful as a means of mental discipline, while at the same time it instils principles of painstaking carefulness so necessary in the character-building of our young women. The aesthetic value of music can hardly be over-estimated, and the cultural effect of music in the home makes it a blessing. For these reasons this one of the fine arts has always been encouraged at Lander College. It is very gratifying to note the growth of this department, both in numbers and enthusiasm. During the past year 100 students have made use of the fine advantages offered in this art.

We are fortunate in retaining the services of Misses Newton and Aunspaugh and Mrs. Willson as teachers of instrumental music. Their zeal and faithfulness are attested by the fine work of the students and by the fact that the music class was last year larger than ever before. We are alike fortunate in securing the services of Miss Sawyer, of New York, who has taught for some years with pronounced success.

Pianoforte Course

It is the distinct aim of the teachers of this branch to give thorough instruction in all that pertains to it. As the pupils

differ so widely in their needs and ability, it has seemed inadvisable to lay down an invariable course of study. The individual needs of the pupil determine the work assigned each one. In a general way it may be said that an attempt is made to develop both the technical and the musicianly powers of the several students.

Pianoforte

1. *Elementary*—Exercises for relaxation, elasticity of wrist and fingers, correct use of hands and arms, studies in phrasing, scales, sonatinas, easy pieces.

2. *Intermediate*—Technical exercises, scales, sonatinas, studies in phrasing from modern and classic composers, Kunz's Canons, Bach's Preludes for Beginners.

3. *Advanced*—Scales, Progressive Velocity Studies, Bach's Inventions, Preludes and Fugues, selections from Mozart, Mendelssohn, Beethoven, Chopin, and modern composers, ensemble work.

Violin Department

Particular attention is given to the position of the body, the bow, and the left hand and arm. Studies for intonation, rhythm, the various bowings and left-hand technic are taken from Schradeich, Kayser, Dont, Maza, Pleyel, and Kreutzer. Pieces by Dancla and other composers are studied.

Students sufficiently advanced are given the opportunity for ensemble work.

Voice Culture

The work is arranged systematically, beginning with proper breathing and placing of the tones so that the pupil learns from the first, not to force the voice but rather to use it easily and naturally, upholding it almost entirely with the diaphragmatic, or deep breathing.

A thorough understanding of the three departments absolutely necessary to correct singing follows.

(1) Musicianship, the mastery of rhythm, intonation, intervals, scales, and modes.

(2) Vocalization, tone quality, compass, freedom, evenness of register, tone production ("placing") and breath management.

(3) Execution and style, fluency, attack, legato, shading, accent, agility, enunciation, manner, etc.

The study of various ballads, sacred songs, etc., is taken along with the technic and the pupil soon learns to sing in a truly artistic manner.

The Chorus Class

All the members of the music department belong to the Chorus Class, which meets twice a week for the practice of choruses and sight-reading. All other pupils in the school are admitted to the Chorus Class, and their joining it pledges their regular attendance of the rehearsals. The only expense connected with this class is the purchase of the music used.

The pupils of vocal music are organized into the Lyric Club, which meets regularly for the practice of part songs.

In addition to this the students of the College who do not take special music lessons are instructed (free of charge) in the rudiments of music and sight singing. No one need ask to be excused from this class.

Class instruction is given in Theory and the History of Music if as many as six students apply. For these branches a charge of \$10.00 a year will be made. . .

Physical Culture

A sound body is essential to our best life-work. Educators must consider the development of the body as well as that of the mind and soul. And girls must have training in graceful manners and movements. Remembering this, we first encourage open-air games and exercises and require a short walk every day. Also we have daily gymnastic practice, except on Sunday. A few minutes are spent in light calisthenics, club-swinging, setting-up exercises and in deep breathing. We think this more helpful than more violent efforts. The health of our student-body causes us to believe that our theory is correct.

Our Physical Culture Course, although free of charge, is better than some systems which are specially charged for.

Infirmary

We have set apart as an Infirmary a suite of rooms conveniently located. Sick pupils are taken there, and receive unwearied attention. This is much better than to leave them in the rooms with others whose going and coming would disturb and delay recovery. Meals will not be sent to the rooms.

Water

Our building is amply supplied with good, pure water. This is distributed all over the house. We have provision for hot and cold water. We have bath-rooms, some equipped with the Melchoir Shower Yokes.

Fare

We determined to furnish better fare than is usual, and believe we have succeeded. Our food is abundant in quantity, of good quality, varied and wholesome. Sweet milk is plentiful. Although confident that our fare is better than the average, we wish to do still better. Health and comfort rest largely on good food.

Parents will oblige us if they will not send boxes of foods, especially meats, cakes, pickles, etc. They are not healthful. Fruits are not objectionable.

Home Life

Our ideal of a college for women is that it should be as near a cultured, Christian home as circumstances allow. To this end we strive steadily. The girls are encouraged to rely on us as they would on their home-folks. Our rules are few and simple. Our care and attention unceasing.

No Public Receptions

Realizing the responsibility of having in our care the choice daughters of our patrons, we do not feel warranted in throwing them into contact with persons who may or may not be helpful associates. So we never have "Receptions," save of

our college household. And our pupils are not allowed to receive attentions from young men. They are occasionally permitted (with written permission from their parents) to visit relatives and friends in the city and vicinity, under such restrictions as, from our knowledge of the facts, and of their parents' views, may seem to us to be proper. *They are not allowed to spend the night outside of the College building*, unless peculiar circumstances justify an exception to the rule. Every absence from duty interferes seriously with a pupil's progress.

While we have no public receptions, we are well aware of the necessity for social life, and the need of training in social forms; therefore the Faculty arranges for occasional teas and receptions for the College household, and sometimes the students act the part of hostess.

Letters of Introduction

A gentleman from home, wishing to call on a pupil, will bring the President of the College written instructions to that effect. We urgently insist that, if possible, no visit be paid them during study hours or on Sunday. We ask that there be no arrivals or departures of students on Sunday.

No Special Privileges

Sometimes, in response to his daughter's wish, a patron writes asking us to allow certain privileges which he would never request if he knew all the conditions. This is practically taking her case out of our hands and putting it into her own. We claim the right to decline to grant such privileges. As a general rule the best scholastic results are achieved by the pupils who do not ask for such interruptions. We wish our pupils to realize that they are with us, not for mere diversion, but for the serious purpose of cultivating their minds and characters and forming the habit of devotion to duty.

Christian Home-Life

Lander College is emphatically a Christian College, and it is an institution of the South Carolina Conference of the Meth-

odist Episcopal Church, South. This implies Christian teachers, Christian surroundings, Christian home-life. It also implies that we shall *not teach* or allow entertainments condemned by the Churches of Christendom. It further implies that we shall teach Christ and Christ-likeness by persuasion, by precept, by example. We have a special course of Bible study which runs throughout the year. We also try to show the Divine hand and spirit in Science, Literature, History, Art, Music—everywhere. Each day opens with devotions, each evening our College household engages in family prayer. Our Sunday School meets regularly, and every teacher is a worker in it. Our students must attend church service every Sunday morning—and arrangements are made to enable them to worship in the church of their parents. Ours is a Methodist College, but no proselyting is allowed, directly or indirectly. Boarding pupils who wish to join the Church must secure consent of their parents. We are glad to report that conversions in our College are no strange occurrences. All apart from the influence of the churches our College household has had most gracious seasons of refreshing.

Most of our boarding pupils belong to either the Young Women's Christian Association or the Tarboux-Lander Missionary Society, or both, and so the spirit of Christian work and devotion and the great cause of missions are upon their hearts.

Pure Moral Atmosphere

The authorities of the College prize as one of the prime advantages of the ideals and aims of our school the fact that those young ladies who would give their teachers most trouble, seldom disturb our peace, because, not liking the quiet management of the school, they either stay at home or go somewhere else. And, while this advantage is felt most delightfully by the authorities, it is no less valuable to the pupils, inasmuch as it tends greatly to diminish the dangers from contact with unworthy associates. To this fact, to a large extent, we attribute the pure moral atmosphere with which we have been so conspicuously blessed during our history.

OUR HELPS

Books of Reference

In the front of Waller Hall, conveniently arranged and easy of access at all times, is an extensive collection of cyclopedias, gazetteers, atlases, special dictionaries, and other costly works of reference, embracing about 200 volumes and affording incalculable advantages in the study of almost any subject. To this collection additions are being made from time to time, as experience and ability suggest.

The Library

On the second floor, just over Waller Hall, is the Library and Reading Room. This library consists of about 4,550 volumes, including many standard works in all departments of literature, and furnishing ample opportunity for the cultivation of refined taste and the formation of correct literary habits. The private library of the president adds over one thousand volumes to this collection.

Magazines and papers are taken, and students are encouraged to read them.

Extensive Apparatus

Our apparatus, which is extensive, assists very much in giving thorough instruction in Physics, Botany, Anatomy, Astronomy, Chemistry, Music, Geography, and Mathematics. In the Astronomical department we have a fine Refracting Telescope of three and a half inches aperture, and an Andrews Improved Lunar Tellurian.

Nor are these instruments idle. In Chemistry and Physics, all the important demonstrations suggested in the text-books are actually made, either by the pupils themselves or, at least, in their presence. The pupils in Mensuration and Surveying make measurements in the field, and form their own field notes, draw neat plots, and calculate their contents.

Cabinet and Museum

Our Museum includes about 2,200 objects of interest and value from the animal, the vegetable and the mineral kingdoms to which we are receiving frequent accessions by the kindness of friends and otherwise. This collection is not made up merely of what is strange and unusual; but it includes about 1,500 classified specimens of minerals and fossils, which are of great service in the study of Physical Geography, Mineralogy and Geology.

Societies

There are two literary societies: the Erosophic and Mathe-sian. Two large halls have been set aside for their meetings, which are held weekly. Students, especially those boarding in the College, are required to join one or the other of these societies, as their cultural influence is beyond doubt. The teachers are honorary members and render active aid in their work.

The Bonheur Club

The Bonheur Club, so called from the famous artist, Rosa Bonheur, meets once a month to study artists and their pictures, History of Art, and the different schools—Italian, Dutch, French, etc.

The Young Woman's Christian Association

The College has a flourishing Y. W. C. A., which meets regularly for the dispatch of business and for devotions. Besides the usual exercises, ministers and other Christian workers are occasionally secured for lectures and addresses. Two delegates from the Association attended the Y. W. C. A. Summer School in Asheville, N. C., June, 1907.

The Tarboux-Lander Missionary Society

The Missionary Society meets once a month. The missionary spirit has always been good in the College. Three of our alumnæ are now in the foreign field—Mrs. Sue Kirkland Tarboux, '77; and Mrs. Tommie Hall Lander, '78, in Brazil; and Mrs. Johnnie Sanders Bowen, '86, in China.

Alumnae Association

This Association has always had at heart the best interests of the College and its constituency. It meets annually in the college building and has in hand some work for its alma mater. The Association has authorized local chapters, auxiliary to it, which may be of advantage in communities where a number of graduates reside. The officers of the Association are: Mrs. M. F. Ansel, president; Mrs. T. C. Turner, vice-president; Miss Susie Hodges, recording secretary; Mrs. W. A. Williams, corresponding secretary; and Mrs. Mattie Anderson Cauthen, treasurer. Mrs. J. P. Gossett and Miss E. Alexander, with the officers, constitute the Executive Committee.

Lyceum Course

We support a regular Lyceum—with the assistance of friends in Greenwood—and through this we enjoy the benefit of a series of lectures and entertainments of high grade. The lowest possible charges are made in order that all may profit by these exercises. During the past year, the Lyceum furnished the following

Lecture Course

Oct. 29.—Dr. Len G. Broughton.

Lecture: Down in the Dumps.

Nov. 16.—Recital by Schubert String Quartette.

Dec. 13.—Mrs. Maud Ballington Booth.

Lecture: Lights and Shadows of Prison Life.

Jan. 10.—Dr. Frank Dixon.

Lecture: The Man against the Mass.

Feb. 2.—Entertainment by Maro, the Magician.

Other Attractions

Oct. 15.—Teachers' Recital.

Jan. 30.—Founder's Day. Address by Chancellor J. H. Kirkland, of Vanderbilt University.

Feb. 24.—Piano Recital by Beryl Rubinstein.

March 19.—Address by Mrs. Rufus Fant on Civic Improvement.

March 31.—Address by Dr. J. W. Wolling on Brazil.

April 26.—Oratorical Contest.

May 22 and 24.—Song Recitals by Mr. H. Augustine Smith, of Chicago.

June 1 to 4.—Commencement Exercises.



TABLE OF RATES

IN COLLEGE CLASSES

	Per half year	Per year
Board, including room, heat, light, service, etc.	\$ 65 00	\$130 00
Literary tuition	19 25	38 50
Medical fee (not including medicines)	2 50	5 00
Incidental fee	75	1 50
Library fee	50	1 00
	\$ 88 00	\$176 00

Matriculation fee (payable only on en- trance)	5 00	5 00
	\$ 93 00	\$181 00

DAY PUPILS IN COLLEGE CLASSES

Literary tuition	\$ 19 25	\$ 38 50
Incidental and library fees	1 25	2 50
	\$ 20 50	\$ 41 00

Matriculation fee (payable only on en- trance)	5 00	5 00
	\$ 25 50	\$ 46 00

IN SUB-COLLEGIATE CLASSES

Board, including room, heat, light, etc. . . .	\$ 65 00	\$130 00
Literary tuition	15 75	31 50
Medical fee (not including medicines)	2 50	5 00
Incidental fee	75	1 50
Library fee	50	1 00
	\$ 84 50	\$169 00

DAY PUPILS IN SUB-COLLEGIATE CLASSES

Literary tuition	\$ 15 75	\$ 31 50
Incidental and library fees	1 25	2 50
	\$ 17 00	\$ 34 00

EXTRAS

Lessons in Drawing, Painting and all Art

Studies	\$ 21 00	\$ 42 00
Lessons in Music, vocal or instrumental . .	21 00	42 00
Use of piano for practice	3 50	7 00

Physics fee, \$2.50; Chemistry fee, \$2.50; Graduation fee, \$5.00; Board during Christmas holidays, \$5.00.

Each boarding pupil will pay fifty dollars, and each day pupil ten dollars, as she enters the Institution, and the remainder of the session's expenses in instalments on November 1, 1907, February 1, 1908, and April 1, 1908.

About ten days before each instalment is due each patron receives a statement of his account, with a request to remit whatever may be due.

Ministerial patrons are not charged for literary tuition.

A discount of ten per cent. is made from the tuition, regular or extra, of each of two sisters or two sent by the same patron attending at the same time, and fifteen per cent. of each of three.

A discount of ten per cent. is made from the extra tuition fees of a pupil who takes full lessons in both Vocal and Instrumental Music, or double lessons in Music or in Art.

Books and stationery are furnished at low rates for cash; but they will not be charged to pupils' accounts, and pupils are entirely free to buy from the book stores.

Best Terms

We are often asked to send a catalogue with a special letter "*stating our very best terms and rates.*" We are always glad to answer any inquiries, but with reference to rates, those in our catalogue are the lowest we can afford. If we gave lower rates to one, it would be an injustice to all others and to ourselves. We have made our rates as low as possible, and cannot afford to vary from them.

Pupil's Outfit

Each boarding pupil furnishes her own doilies, towels, sheets, pillow cases, blankets, a white counterpane and toilet articles.

She also should have an umbrella, two wraps—one light weight, one heavy—a pair of overshoes, a pair of bedroom slippers, and a doily ring, however simple. Each article should be plainly marked with the owner's name in full.

Pupils to Board In College

Pupils from a distance are expected to board in the College, unless their parents prefer them to board in the city with near relatives, or with friends through whose agency they are brought to the Institution.

To Keep The Rules And Remain

The entrance of a pupil is equivalent to a pledge that she will conform to the rules and regulations of the College and that she will remain till the end of the school year in June—unless some unexpected occurrence renders her removal necessary—and the authorities of the College, with the patron, will judge of this necessity. We make our engagements by the year, and expect our pupils to do the same.

No rebate from our charges for loss of time or withdrawal before the close of the term can be allowed unless in case of protracted sickness—and in such cases the incapacitation of the pupil for further attendance must be certified by the college physician. There is no reduction for tardiness in returning from vacation. The medical fee in our rates secures the physician's attendance free of other charges than for medicines.

Applicants from another institution are expected to show honorable withdrawal.

We request all who intend to enter the College to send for an application blank and then to sign and forward it.

During the past three years the following gifts and loans have been made to the college:

Gifts of 1904-1905

1. Oil, portrait of Dr. Samuel Lander by Mrs. S. Lander.
2. Seats of Auditorium given by Greenwood friends, cost about \$500.00.
3. From a friend for endowment, \$10.00.
4. Kathleen Lander Willson Loan Fund, given by Rev.

J. O. Willson, \$500.00. Income to be loaned to deserving pupils.

5. Estey Cabinet Organ given by Mrs. Geo. E. Prince.
6. Fifty books given by Northern publishers.
7. Ten books given by B. F. Johnson & Co.

Gifts for 1905-1906

1. From Mrs. R. W. Barber, \$50.00.
2. From Hon. C. A. C. Waller, 13 volumes of Confederate Military History, edited by General Clement A. Evans.
3. From Mrs. John R. Blake, 13 volumes "Historical Tales."

Loans for the Year

1. From Mrs. T. Q. Donaldson, Jr., collection of Indian curios valued at more than \$1,500.00.

Gifts for 1906-1907

1. Elizabeth M. Richardson Loan Fund, notes for \$100.00, given by John O. Willson.
2. Four volumes, Tissot's Illustrated Life of Christ, given by Rev. L. F. Beaty, D. D.
3. Five books from Mrs. L. M. Ward.
4. Two books from Miss Aileen Ward.

Gifts for 1907-1908

1. Waller Medal.
2. Sullivan Art Medal.
3. The Sarah Blake Medal, given by Mr. R. P. Blake for the best essay on a theme to be selected by Mr. Blake. We print his letter:

Greenwood, S. C., June 5, 1907.

Dr. Jno. O. Willson, President.

My Dear Sir: I wish through you to give a medal to the student of Lander College who will write the best theme on some subject I shall assign. Medal to be given at your next commencement. Judges to be composed of one minister, lawyer, doctor, and merchant. The medal to be known as Sarah Blake Medal.

Yours very truly,

RAMSEY P. BLAKE.

Form of Legacy

"I hereby give and bequeath to Lander College, an institution situate in the city of Greenwood, South Carolina, and duly incorporated by Act of the General Assembly of said State, ... dollars for the uses of said College."

.....

Roll of Students*(With the counties in which they reside.)*

GRADUATES OF THE YEAR 1906-7

Nov. 27, 1906—Leila McCool	Greenwood
Jan. 15, 1907—Leila Garris	Colleton
Jan. 15, 1907—Roberta McIntosh	Marion
Feb. 19, 1907—GeDelle Brabham	Bamberg
March 26, 1907—Miriam Foster	Marion
April 30, 1907—Dollie Cleland	Newberry
April 30, 1907—Lucy McCallum	Marlboro
June 1, 1907—Annie B. Dalrymple	Anderson

UNDERGRADUATES

Virginia Agnew	Greenwood
Carrie Alman	Union
Corinne Anderson	Laurens
Kathleen Anderson	Laurens
Sunbeam Andrews	Greenwood
Nell Arrington	Greenwood
Sarah Bailey	Georgetown
Annie Lou Banks	Orangeburg
Pearl Bates	Union
Nell Beacham	Greenwood
Geneva Blewer	Spartanburg
Mamie Elise Bolton	Greenwood
Bertha Boozer	Newberry
Esther Boulware	Greenwood
Janie Boyd	Abbeville
Pearl Brigman	Marlboro
Clara Brock	Union
Fannie Broyles	Anderson
Lula May Burgess	Lee
Dolly Buzhardt	Greenwood
Pearl Calvert	Greenwood
Allie Carson	Orangeburg
Janie Cauthen	Kershaw

Winnie Cely	Anderson
Clifford Chiles	Greenwood
Marie Coker	Darlington
May Belle Coleman	Greenwood
Carrie Lou Connor	Greenwood
Jennie Connor	Orangeburg
Genevieve Cousar	Chester
Nannie Creighton	Greenwood
Ruth Creighton	Greenwood
Alma Crook	Orangeburg
Lurline Crook	Orangeburg
Dona Lee Dalrymple	Anderson
Mamie DuRant	Saluda
Eulalie Earle	Spartanburg
Mauda Edwards	Marion
Ethel Epting	Greenwood
Maggie Ethridge	Greenwood
Lida Findley	Anderson
Helen Gambrell	Greenwood
Mabel Giles	Greenwood
Ona Giles	Florida
Ada Gillespie	Pickens
Grace Gilmore	Berkeley
Lillie Gilstrap	Pickens
Viola Gilstrap	Pickens
Doris Goolsby	Bamberg
Pearl Graham	Williamsburg
Laurie Gray	Laurens
Elloree Greer	York
Sarah Hammet	Barnwell
Ida Lee Harper	Dorchester
Katherine Hayes	Marion
Maud Hurst	Chesterfield
Dora Hinnant	Williamsburg
Sallie Ernest Hinnant	Williamsburg

Ethel Hinton	Greenwood
Mabel Hopkins	Newberry
Annie Hughey	Greenwood
Allie Jaycocks	Colleton
Mary Jenkins	Greenwood
Margaret Jones	Georgetown
Frances Kelly	Greenwood
Eileen Kilgo	Richland
Corrie Knight	Orangeburg
Carolina Hall Lander	Brazil
Carrie Porcher Lander	Anderson
Mattie Leonard	Spartanburg
Lewis Lipscomb	Greenwood
Maggie Livingston	Newberry
Mary Livingston	Bamberg
Pretto Lockwood	Charleston
Essie Lowe	Spartanburg
Annie Martin	Anderson
Varina Martin	Anderson
Grace Miller	Newberry
Ora McFall	Pickens
Mattie May McIntyre	Marion
Elizabeth McMaster	Fairfield
Dorothy Moore	Charleston
Dorothy Napier	Greenwood
Ethel NeSmith	Williamsburg
Lilian Newton	Georgia
Cora Ouzts	Greenwood
Martha Ouzts	Greenwood
Susie Ouzts	Greenwood
Volina Ouzts	Greenwood
Eva Oxner	Newberry
Marie Patterson	Laurens
Frances Patton	Spartanburg
Annie Belle Pittman	Greenwood

Martha Platt	Sumter
Jessie Player	Lee
Dell Rogers	Marion
Minnie Rogers	Marion
Irene Rumph	Dorchester
Susie Rumph	Dorchester
Lily Salter	Newberry
Lodia Seymour	Greenwood
Ruth Seymour	Greenwood
Lucile Sheridan	Greenwood
Decima Shingler	Berkeley
Josie Shuler	Orangeburg
Mattie Silcox	Charleston
Lila Simmons	Laurens
Clothilde Smith	Bamberg
Susie Smith	Lee
Minnie Spear	Georgia
Bertha Sprott	Clarendon
Ethel Stackhouse	Marion
Mary Carrol Stokes	Dorchester
Faustina Tucker	Anderson
Evelyn Turner	Greenwood
Lucile Turner	Greenwood
Maud Turner	Orangeburg
Ora Waldrep	Spartanburg
Bertha Wanamaker	Greenwood
Leila Weathers	Dorchester
Clarissa Whitaker	Greenwood
Annie Laurie Williams	Greenwood
Nell Williams	Spartanburg
Sadie Williams	Greenwood
St. Lawrence Wilson	Spartanburg
Dora Varnedoe	Georgia
Lily Yarborough	Spartanburg
Maud Young	Spartanburg
Lucile Zimmerman	Oconee

CATALOGUE OF

SPECIAL PUPILS IN ART

Helen Byrd	Mrs. J. C. Burns
Christine South	Mrs. Samuel Lander
Mary T. Rogers	Mrs. D. A. G. Ouzts
May Trammel	J. H. Durst, Jr.
Irvin Hutchinson	Lawrence Hester

James Wharton

SPECIAL PUPILS IN MUSIC

Helen Byrd	Ethel King
Marian Byrd	Adele Minahan
Ella Nickles	Mrs. Alma Stewart
Blanche Simmons	Irma Sturkey

Ruth Turner

Herman Rosenbaum

Charlie Williams

Pupils in Art	38
Pupils in Music	100
Pupils boarding in College	114
Total number of pupils	160

ROLL OF ALUMNAE

We will appreciate the correction of any error in this list.

1872

1. Ella Calhoun (Mrs. T. C. Turner), Greenwood.
2. Lucy Pinson (Mrs. Shepherd). Greenwood. Died in Augusta, Ga., August 12, 1906.
3. Julia Zeigler (Mrs. J. C. Chandler), Enoree.

1873

4. Pet Allen (Mrs. S. M. Orr), Anderson.
5. Mattie Lander (Mrs. G. E. Prince), Anderson.
6. Mollie Prince (Mrs. M. L. Fouche). Died in Baltimore, Md., July 6, 1889.
7. Fannie Sharp (Mrs. J. Wash Boyd), St. Joseph, Mo.

1874

8. Ida Clinkscales (Mrs. E. K. Hardin), Clover.
9. Sallie Hutto (Mrs. J. G. Clinkscales), Wofford College.

1875

10. Julia Archer (Mrs. James Switzer), Switzer.
11. Lula Gray (Mrs. W. P. Harris), Owings.
12. Carrie Lawton (Mrs. W. S. Wightman). Died in Charleston, April 17, 1896.
13. Sallie McMillan (Mrs. Clarke). Died at Lake City, April 3, 1886.

1876

14. Ella Coxé (Mrs. Oscar Cromer), Abbeville.
15. Mamie Mood, Spartanburg.
16. Susie Reid (Mrs. S. L. Gleaves), Wythesville, Va.
17. Ida Jones. (Died in Charleston, December 23, 1877.)

1877

18. Janie Anderson (Mrs. Charles Roberts), Ninety-Six.
19. Mary Brown (Mrs. G. H. Mahon), Greenville.
20. Sallie Brown (Mrs. J. P. Gossett), Williamston.
21. Rebekah Douthit (Mrs. Taylor), Pendleton.
22. Nina Dukes (Mrs. W. L. Anderson), Greenwood.
23. Sue Kirkland (Mrs. J. W. Tarboux), Juiz de Fora, Minas Gerais, Brazil, S. A.
24. Mamie Pelham (Mrs. Joseph Sullivan), Laurens.

1878

25. Tommie Hall (Mrs. J. M. Lander), Petropolis, Brazil, S. A.
26. Addie Hollingsworth (Mrs. M. F. Ansel), Columbia.

27. Mamie Mauldin (Mrs. Tribble). Died in Williamston, July 7, 1885.
28. Vesta Mauldin (Mrs. W. T. McFall), Pickens.
29. Carrie McMakin, Spartanburg.

1879

30. Vinnie Jefferies (Mrs. J. M. Goudelock), Gaffney.
31. Olivia Newton (Mrs. John Evatt), Liberty.

1880

32. Cara Featherstone. (Died in Belton, March 10, 1888.)
33. Dora Anderson (Mrs. W. D. Hutto), Spartanburg.
34. Lilian Weber (Mrs. Leland Moore), Charleston.
35. Bessie Cannon (Mrs. A. W. Attaway), Williamston.
36. Nannie Landrum (Mrs. E. E. Bomar), Spartanburg.
37. Callie Haynes, M. D. (Mrs. Bader), Staunton, Va.
38. Mamie Finger (Mrs. Murdaugh), Bamberg.
39. Katie McCall (Mrs. H. H. Newton), Bennettsville.
40. Julia Williams, Greenville.
41. Nannie Jefferies (Mrs. C. O. Allen), Greenville.

1881

42. Della Braswell (Mrs. Schofield). Died in Hendersonville, N. C., August 24, 1884.
43. Alice Moore (Mrs. Blalock), La Grange, Ga.
44. Ella Smith (Mrs. Sanford Brown), Pendleton.

1882

45. Willie Manning, Clio.
46. Clara Robinson (Mrs. J. B. Harmon), McCormick.
47. Carrie Izlar (Mrs. Oliveros), Savannah, Georgia.
48. Mattie Brown, Williamston.

1883

49. Emma Henderson (Mrs. W. Austin Blake), Pelzer.
50. Alice Davis (Mrs. C. O. Burriss), Anderson.

1884

51. Elizabeth Alexander, Lander College.
52. Lila Prince (Mrs. K. D. Senn), Anderson.
53. Happy Ford (Mrs. W. T. Lander). Died in Williamston, August 13, 1894.

1885

54. Mary Wilson (Mrs. Clatworthy), Honea Path.
55. Mary Mabry (Mrs. John R. Lomax), Abbeville.
56. Leah Rochester (Mrs. Craig), Pendleton.

1886

57. Kathleen Lander (Mrs. John O. Willson), Lander College.

- 58. Minnie Williams (Mrs. James Anderson), Anderson.
- 59. Laura Ellis. (Died in Gainesville, Ga., October 23, 1896.)
- 60. Inez Edwards (Mrs. W. E. Humphries), Oklahoma.
- 61. Johnnie Sanders (Mrs. A. E. Bowen), Shanghai, China.

1888

- 62. Bessie Jefferies (Mrs. Baxter Wood), Pacolet.
- 63. Lucy Ellis (Mrs. Julius Newton). Died in Athens, Ga., January 23, 1903.
- 64. Janie Featherstone, Anderson.
- 65. Sunie Littlejohn (Mrs. Eagleton), Florence, Italy.

1889

- 66. Mary Mattison (Mrs. Julius Miller), Anderson.
- 67. Lohner Epting (Mrs. Davenport), Horseshoe, N. C.

1890

- 68. Mattie Anderson (Mrs. A. J. Cauthen), Batesburg.
- 69. Sallie Few (Mrs. Luther Marchant). Died at Greer Depot, April 23, 1898.

1891

- 70. Rosa Greer (Mrs. Watkins), Richland.
- 71. Sallie Camp, Lando.
- 72. Janie Gray, Williamston.
- 73. Rosa Hodges (Mrs. J. D. Crout), Laurens.
- 74. Anna Wilson (Mrs. Ellis), Baldock.
- 75. Maida Goodgion, Williamston.
- 76. Bertha Epps (Mrs. E. Z. James), Campobello.
- 77. Hortense Mauldin (Mrs. N. D. Lesesne), Kingstree.

1892

- 78. Mattie Connor (Mrs. Arthur Wiggins), Denmark.
- 79. Bessie Epting, Williamston.
- 80. Carrie Foster (Mrs. Jesse Calvert), Mount Tabor.

1893

- 81. Angie Clayton (Mrs. Doane Epps), Central.
- 82. Daisy Crymes (Mrs. James Ramsey), Williamston.
- 83. Bertha Anderson (Mrs. D. P. Gray), Williamston.
- 84. Mary Auld, Columbia.

1894

- 85. Andrena Anderson, Williamston.
- 86. Minnie Wood (Mrs. John McGraw), Asheville, N. C.
- 87. Sue Stoll, Chester.
- 88. Leta Tatum (Mrs. Harry Barton), Cope.
- 89. Fannie Auld. (Died in Greenwood, October 26, 1897.)

1895

- 90. Lessie Bull (Mrs. D. G. Dantzler), Dantzler.

- 91. Sue Cox, Williamston.
- 92. Alice Giles, Atlanta, Ga.

1896

- 93. Eola Rice (Mrs. W. Osteen), Florence.
- 94. Minnie Klugh (Mrs. Joyce), Mullins.
- 95. Minnie McGraw (Mrs. W. S. Henry), Scranton.
- 96. Mary Newton, Lander College.
- 97. Evelyn Parrott, Darlington.
- 98. Clare Stokes (Mrs. Laurin Covington), Clio.
- 99. May Whitmire (Mrs. F. H. Shuler), Clio.

1897

- 100. Louise Barber, Lander College.
- 101. Jessie Simmons (Mrs. W. A. Williams), Greenwood.

1898

- 102. Kate Holcombe (Mrs. M. C. Pool), Cross Anchor.
- 103. Edna Mills (Mrs. Pryor). Died in Rock Hill, August 22, 1902.
- 104. Mary McKelvey. (Died in Atlanta, October 1, 1905.)
- 105. Zessie Rush (Mrs. G. E. Marchbanks), Anderson.

1899

- 106. Maude O'Neal, Anderson.
- 107. Maude Rosamond (Mrs. T. A. Wigington), Anderson.
- 108. Maude Douthit, Pendleton.
- 109. Gertrude Jones (Mrs. G. B. Walton), Anderson.
- 110. Lidie Crymes (Mrs. D. S. Vandiver), Anderson.
- 111. Janie Sullivan (Mrs. J. N. Anderson), Lake City, Florida.

1900

- 112. Ruth Bush (Mrs. Babb), Piedmont.
- 113. Helen Gaines, Williamston.
- 114. Jessie McKelvey (Mrs. Clarence Lee), Lydia.

1901

- 115. Sarah McCullough (Mrs. J. J. McSwain), Greenville.
- 116. Lena Lawson, Florence.
- 117. Pearl Russell (Mrs. S. H. Booth), Jordan.

1902

- 118. Flora McKelvey, Lickville.
- 119. Annie Barber (Mrs. Ellis Huckabee), Lowndesville.
- 120. Helen Barber (Mrs. D. N. Bourne), Sampit.

1903

- 121. Allene Grier (Mrs. R. H. Ferguson), Spartanburg.
- 122. Carrie Monroe, Latta.
- 123. Elizabeth Newton, Bennettsville.

- 124. Corrie Phinney (Mrs. J. C. Latimer), Honea Path.
- 125. Gertrude Cely, Anderson, S. C.
- 126. Bettie Lawson, Darlington.
- 127. Bessie Peacock, Rock Hill.
- 128. Lillian Gambrell, Abbeville.
- 129. Alice Stackhouse, Dillon.

1904

- 130. Mary Dagnall (Mrs. Paul Allen), Greenwood.
- 131. Adele Wannamaker, St. Matthews.
- 132. Lena Thomas, Lake City.
- 133. Marion Thomas (Mrs. D. H. Oliver), Deer Land, Florida.
- 134. Madge Anderson, Williamston.
- 135. Inez Crymes, Williamston.
- 136. Kizzie Jones (Mrs. Ernest M. Lander), Williamston.

1905

- 137. Grace Stokes (Mrs. J. T. Carter), Bowman.
- 138. Emily Dantzler, Orangeburg.
- 139. Agnes Holman, Cordova.
- 140. Frances Ransom, Beeville, Texas.
- 141. Dolly May Senn, Silver Street.
- 142. Laura Hall Lander, Petropolis, Brazil, S. A.
- 143. Inez Bowers, Epworth.
- 144. Beatrice Cely, Piedmont, R. F. D.

1906

- 145. Frances Anderson, Waterloo.
- 146. Myrtle Beacham, Greenwood.
- 147. Susie Hodges, Greenwood.
- 148. Lillian Fay Moss, Royston, Georgia.
- 149. Annie Garrett, Pelzer.
- 150. Argent Skinner, Stoke's Bridge.
- 151. Carree Douthit, Pendleton.
- 152. Mary McLees, Greenwood.
- 153. Pearl Napier, Greenwood.
- 154. Mary Terrell Rogers, Blenheim.
- 155. Leila McCool, Breezewood.

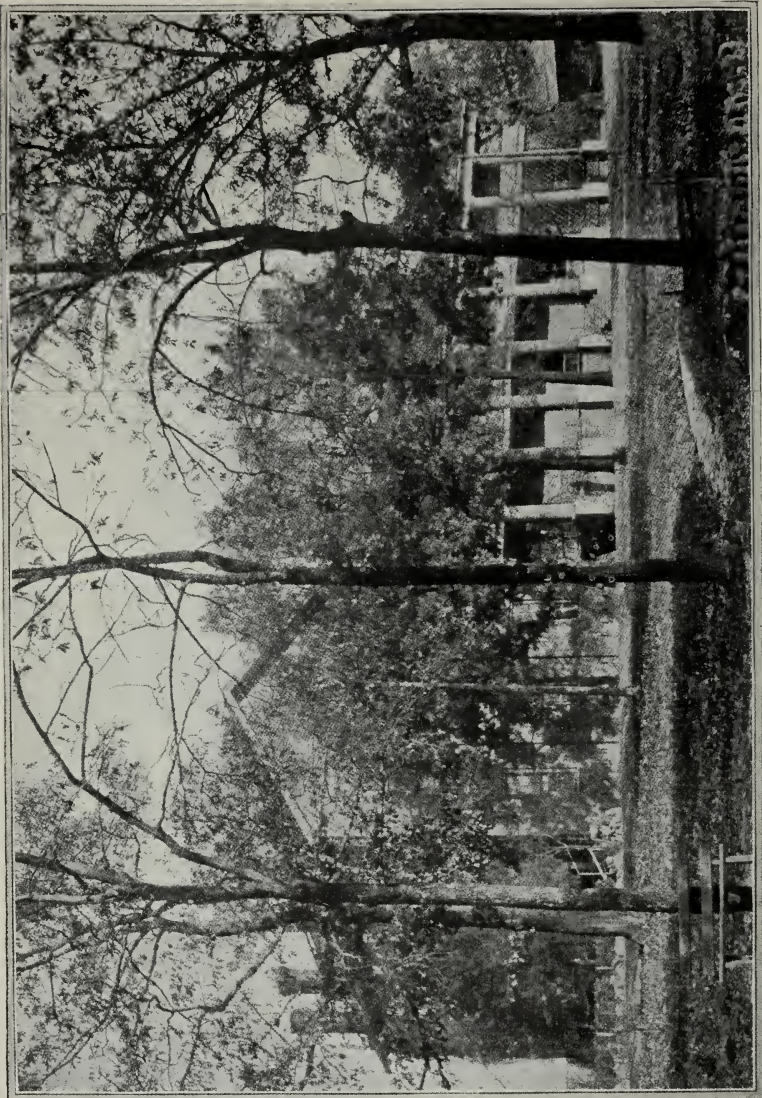
1907

- 156. Leila Garriss, Smoak's.
- 157. Roberta McIntosh, Latta.
- 158. GeDelle Brabham, Bamberg.
- 159. Miriam Foster, Mullins.
- 161. Dolly Cleland, Newberry.
- 162. Lucy McCallum, Blenheim.
- 163. Annie B. Dalrymple, Townville.



LANDER COLLEGE, GREENWOOD, S. C., AND ITS PRESIDENT





WILLIAMSTON FEMALE COLLEGE, WILLIAMSTON, S. C.
REV. SAMUEL LANDER, A. B., A. M., D. D., FOUNDER
January 30, 1833—July 14, 1904

Founder's Day Record

January 30 1907

The late Rev. Dr. Samuel Lander was born January 30, 1833. His birthday is our annual Founder's Day. It is observed each year. The students are given a half-holiday. In the evening, the college and community meet and hear a paper and address appropriate to the occasion. The address in the year 1905 was delivered by Rev. John C. Kilgo, D. D., President of Trinity College, North Carolina, and was enjoyed by a large audience. In 1906 Dr. Henry N. Snyder, President of Wofford College, South Carolina, delivered the address, which was enjoyed by a similar audience. The address of Dr. Kilgo was printed in our catalogue of 1905, with a sketch of Dr. Lander written by an alumna of Lander College. That of Dr. Snyder was published last year, with a sketch of Dr. Lander, written by another graduate of the College.

This year a large audience heard with great pleasure an address by Dr. James Kirkland, Chancellor of Vanderbilt University, Tennessee, and an admirable sketch of Dr. Lander as a teacher, written by Mrs. J. M. Lander, of Brazil. A summary of the address and the sketch are herewith published.

Summary of Address

The Greenwood Index printed the following account of the celebration and summary of the address:

Founder's Day, the most important day in Lander College calendar, was fittingly celebrated in Waller Hall at the college last Wednesday night. Despite the rainy weather, a large number of townspeople assembled to hear the noted and gifted chancellor of Vanderbilt University, Dr. Kirkland, who delivered the address of the occasion. Dr. Kirkland is a native of this State and is indeed a South Carolinian yet. His name and fame as an educator are known all over the Union. The

exercises were opened with prayer by Dr. R. A. Child, of Spartanburg.

After the conclusion of this impressive prayer, Miss Aunspough gave a violin solo, "Melody in F," by Rubenstein. Then followed the reading of a sketch of Dr. Samuel Lander's life, a feature that is always observed on Founder's Day. Dr. Lander was born on January 30, 1833, and hence the selection of January 30 as Founder's Day. He died, as is well and sadly remembered, on July 14, 1904.

Then followed a selection by Miss Faas, music teacher, "Evening Hymn," and after this the introduction of Dr. Kirkland by President Willson. Mr. Kirkland spoke on Education, in its highest and best sense. He thrilled his hearers and impressed upon them anew and with conviction the undying influences and power of education.

In beginning, he spoke of his acquaintance and close relations with Dr. Lander and of his esteem for him. He had two sisters, graduates under Dr. Lander, one from the old Williamston Female College and one from the female seminary in which Dr. Lander taught at Spartanburg. His acquaintance extended through many years and it is to him a precious memory. Speaking directly on the subject of his address, Dr. Kirkland said, in part:

"The greatest question of this century is the question of education. It is an all-sided question, touching society in all its phases. Statesmen build States on the everlasting rock of education.

"Everywhere there is tremendous interest. This is as it should be. The educational test is the supreme test of civilization. One must not suppose that national greatness depends upon geographical extent—it does not. The city of Jerusalem or Athens has contributed more to civilization than the whole of Africa. The kingdom of Tamerlane, glittering and fascinating, has vanished, leaving not a trace of influence.

"Civilization is not to be measured by material standards but by spiritual and intellectual standards."

He gave this new and worthy definition of a hero: "Not he who seeks fame at the cannon's mouth, but one who impresses civilization through the school-room." It needed but this delicate suggestion to show the high opinion Dr. Kirkland holds for Dr. Lander.

He referred to the fact that colleges so often bear the name of one man. The wealth of the Vanderbilts will be long forgotten when Vanderbilt University will stand as a monument to the broad patriotism of that noble New Yorker who did so much to heal the breach between the North and the South.

"We talk of a great national university. This was the dream of Washington. Thomas Jefferson wanted to be remembered as the founder of the University of Virginia.

"In the dark days of the late war, Gen. Robt. E. Lee gave himself to the cause of educating the youth of the South, voluntarily taking up the work, though positions offering far more pecuniary reward had been offered him. His labor in this cause will give him an immortality surpassing the pomp and splendor of kings.

"Education was the force used to lift up and rehabilitate Germany after the Napoleonic wars—not Germany's soldiers, but her schools triumphed over France in the Franco-Prussian war.

"The greatest invention of the ages was the formation of letters. All other inventions pale into insignificance beside this.

"The blooming of every lily is a challenge to man to make researches into the hidden forces of nature. The world laughs at colleges and universities and talks of practical things. The world forgets that all the practical forces of human life owe their existence to the learned scientists of the universities.

"There was a time when men debated the question of educating women. The right of a woman to education rests on the same foundation as the right of man. I fear not the future of a society that rests upon a cultured womanhood.

"Life is as large as we choose to make it, but it lies within

ourselves to make it as large as we will. Education comes not of itself. No man can 'give' you an education. The power of getting an education lies not in your stars but in yourselves."

He closed with the well-known beautiful lines from "The Chambered Nautilus"—

"Build thee more stately mansions, O my soul,
As the swift seasons roll!
Leave thy low-vaulted past!
Let each new temple, nobler than the last,
Shut thee from heaven with a dome more vast,
Till thou at length art free,
Leaving thine outgrown shell by life's unresting sea."

THE SKETCH

SAMUEL LANDER

Career and Characteristics as a Teacher

BY A GRADUATE OF THE COLLEGE

How much easier it is to listen to biography than to write it!

As I pass in review the career of my much-loved teacher and friend, I feel overwhelmed with my inability to reproduce the sentiments that his mere name arouses in my heart. His was a personality so rare, so finely attuned to elevating thoughts and aspirations that any attempt to dissect and classify his characteristics seems in a manner to be sacrilegious.

Perhaps at this moment it would be impossible to find that any teacher had left a stronger impress on his pupils or was held in more loving remembrance than Samuel Lander. He ruled by love alone. If ever there was a pupil who did not love and reverence him as a father 'twas because she was devoid of the finer feelings that all true women show.

As I am not familiar with his career before he came to South Carolina, my indulgent hearers will pardon me for confining this unworthy sketch to that part of his life which was spent in building up the Williamston Female College.

Truly it was the apple of his eye! His whole being was devoted to its welfare. Every girl who studied within its walls became in fact and name his "dear daughter," and she was encouraged and inspired to do her very best just by her own desire to gain his approval. Many noble teachers came and went at Williamston, and their influence was felt, but ever and always Doctor Lander was the strong spirit that ruled and inspired, that encouraged and elevated the young women who assembled there.

What an important event it is for a girl to start off to boarding school! Well do I remember the prolonged preparations, the cautious advice, and the tearful adieus when first I left home for Williamston. Ushered into a crowded train for the first time in my life, everything seemed a bubbling sea of uncertainty. But Doctor Lander's warm hand grasped mine, his cheerful voice bade me welcome, and I felt no longer shipwrecked, but rescued. The very train seemed under his control. He was a patriarch in looks, but a veritable youth in spirit; and from that hour on Doctor Lander was my hero, my ideal, and almost my idol.

The atmosphere at Williamston was charged with intellectual electricity, and the new-comer generally received a shock. Some old familiar word was pronounced with a new tone, some unsuspecting phrase was condemned as ungrammatical. But it was all done with a bright, reassuring air, often tempered with a joke, and always with such a prevailing spirit of kindly interest that no offense could be taken by even the most timid of students.

The home life at Williamston was most unusual for a college. Our President loved his wife and children with a rare devotion, but they did not claim him from his self-imposed duty to his adopted family of girls. There was never the least hint of his being glad to get away from the class-room for a change; no thought of his tiring of the school atmosphere; he even complained for Saturday's enforced rest, and was opposed to vacations. In fact, he was never so happy as when surrounded by a group of appreciative students. It was his pleasure to take the girls to the spring, to linger in the park, to mingle with them on the playground. Wherever he went, bright talk, quick repartee, facetious jokes, and a wonderful sympathy made him the center of all interest. I can remember Sunday afternoons most happily spent when a quiet stroll led to some retired spot where, seated under the murmuring pines, we listened to words of wisdom and tender counsel from our teacher who was also our dear friend. Such occasions served to strengthen the ties of love between teacher and

pupils and gave him a telling influence for good over the young intrusted to his care.

In like manner I well remember the direct, pointed way in which religious truths and duties were pressed upon us. Every session witnessed a revival, whether or not there was any in the town churches. Doctor Lander did not travel as an evangelist, but he felt it his special duty to work for the salvation of every soul who came under his influence.

Many girls experienced an intellectual birth at Williamston, their minds for the first time grasping the idea that true culture depends on self and on one's own exertion. Perhaps even more realized there the spiritual birth, passing into that higher life whose watchword is love and whose standard is service for others.

Throughout our fair Southland there are many, many homes where the spirit of this noble, pure-minded man is now felt, invisible 'tis true, but nevertheless working as a strong factor in the elevated tone that wives and mothers educated at Williamston know how to give to their households. Many of the qualities that he strove to impart to his pupils are just those that help in the home making, where woman's hand rules supreme.

One of the most striking characteristics of Doctor Lander as a teacher was his love of order. Heaven's first law, to him also order was a first necessity, and he successfully transmitted this characteristic to the large number of his pupils who have become teachers. The minute details of school life were mapped out and scheduled with a painstaking care. No task was considered too burdensome, if by it some point could be gained that made the daily program run on easier lines. Always a busy student, never entrusting to another the clerical work of the college, often called upon to exercise his ministerial capacity, and considering it a labor of love to serve the Conference brotherhood as secretary, yet Doctor Lander personally undertook a vast amount of routine work in the school-room, besides being a most punctual and exemplary correspondent. Not half of this could have been accomplished had

he not followed strictly his plan that everything be done with system and order. And this love of order led him to discontinue the disorder, noise, excitement, and irregularity of commencements, preserving only the most important elements. Also his strict sense of honesty made him see that he was not giving parents a true return for their investments in tuition, if a considerable part of their daughters' time were taken up in practice and rehearsals for an appearance in public which was an interruption to their progress and a menace to their health.

Another characteristic well defined was thoroughness. This brought him to see the confusion, distraction, skimming over, and shirking of some lessons under the usual system of instruction and led him to adopt "The One Study Plan." True this plan as he conceived it has not been widely followed, but the principle of this plan is carried out in our best institutions for higher learning where pupils are limited in the number of their studies. It is only among inferior schools that we find a course of study requiring a pupil to pursue ten or a dozen studies at the same time. No shoddy work could pass unobserved in the Williamston Female College. The requirements were exactly the same for all. Honest, true work received its due recognition, and there was no scale for making up slighted or neglected duty. If a pupil were absent she suffered in her report—no matter whether the excuse were good or bad. This sometimes worked hardships on girls who were deserving but delicate. However, even they realized the honesty of purpose in the rule, and few complained.

Doctor Lander's idea was that the pupil who missed the lesson missed also the discipline and improvement that the lesson was intended to give. And, too, persevering punctuality and unfailing attention to duty were virtues which he wished to inculcate in the young, because they are the qualifications for success in every enterprise, whether it be intellectual, social, or commercial. The public at large have paid their tribute to Doctor Lander's thoroughness by giving an unquestioned recognition of the true worth of a diploma with his signature.

No sketch of Doctor Lander would be complete without some reference to his love for accuracy in the essential foundations of education. This was always the first thing to strike a new pupil, and sometimes she took an exaggerated view of the matter, thinking that she had come to college to gain profound knowledge and not to perfect herself in the details of an elementary education. But an artist must be judged by the finished painting on the easel and not by the first charcoal sketch; and thus we know that girls who remained long enough to get a true perspective of his methods not only approved of them but always warmly advocated them and were sure to adopt the same plan when they became teachers. Of what value to the student is the lecture on trigonometry if she is uncertain as to her arithmetic? Why should any school pride itself on turning out pupils who can prattle in French when they cannot speak their own mother tongue with ease? How shall the world be profited by great thoughts if the owner can not crystallize them in correct English? Why should a fair maiden worry her friends with an illegible handwriting?

No, Doctor Lander was not mistaken! I feel sure that this audience is cognizant of the fact that the Williamston girls were noted for their fine penmanship, their correct spelling, and their pure English. This was due entirely to the example and precept of the president and the teachers whom he had trained. Young ladies graduated elsewhere may have had a more extensive course, but they were almost sure to have missed the careful, accurate personal training that each pupil received from this great teacher.

In the retrospective view of my college days I enjoy most the impression made by Doctor Lander's perpetual youth, his perennial hopefulness, his infectious buoyancy of spirit. This is hard to describe, but it will be understood by those who knew him. Of course, there were some dark days when he felt disheartened and depressed, for his was a sensitive nature, easily affected. But even the sun seems brighter after the April shower, and thus memory dwells mostly on that bright personality that shed its cheer upon teachers as well as pupils

and visiting friends. We could not grieve that school life was confining, for here was one who found happiness in school from morn till night, and who often expressed himself as wishing that there were no such thing as vacation. We could not complain of hard lessons, for our teacher set for himself still harder tasks and accomplished them cheerfully. We could not say the teachers were too exacting, for they themselves never shirked a duty. Better than all else and truly stimulating was the example of one growing old, yet always interested in the young, often undertaking some entirely new subject and working at it with the enthusiasm of youth.

As a teacher Doctor Lander was ever on the alert to adopt improved methods, enlarged apparatus, and modern improvements. All that he had went into the school, and if he ever wished for worldly riches it was only that he might do more for the education of women in the South.

It was this desire for improvement that led him to consider favorably the move to Greenwood. The thought of an enlarged sphere for his loved college made him scorn any suspicion that he was too old to undertake a new venture. With youthful enthusiasm he studied and planned for the noble structure that now delights us. He engaged the cooperation of a strong faculty and he saw with prophetic vision the young women who would come here for study. And he also dreamed of the day when the course of study would be much enlarged and the standard of graduation raised.

Not least of Doctor Lander's characteristics as a teacher was his reverential love for true womanhood. His attitude was romantic and chivalric, like the knights of old. He lived and worked for the uplifting of the Southern woman, he was ever ready to fight for her in the arena, and in laying down his life he was still full of hopeful plans for her lasting benefit.

It is not mere imagination to say that we still feel his presence. We cannot rest on our laurels, for we remember how untiring was our founder. We cannot lower our standards, for we know how he ever looked upward expecting greater things. And we cannot feel disheartened, for he has left us

a rich heritage of hope. This should fill our hearts today, thrill us with its cheer, and send us from this hall strengthened and determined to do and to dare nobler and better things because of him whose birth we celebrate today.

December 3d, 1906.



Some Things Our Friends Said

We are gratified by many things said or written of our girls, our College-home, and the work done here. We believe our patrons and students will be pleased to see a few of these expressions, and we give a very few:

"I traveled with your girls on the train the day following your recent Commencement, and I never saw better deportment. They were so quiet and lady-like in manner that you would have been delighted with them. I have traveled widely and with many students and I never saw anything like it." So said to us a distinguished Methodist preacher.

"I have been in many colleges and never saw one where there was such quiet and such home-like condition as here." This was said by a teacher of a Presbyterian college of another State.

"I was delighted with my visit to you and was much pleased with all I saw. Your school is like a big family." So wrote an alumna of another college after a few days' sojourn.

"I count the money spent in sending my daughter to Lander College among the best investments I have ever made." This is copied from the letter of a patron, whose testimony is like that of many others.

"During my short visit the College quite won me, and yesterday I was urging the wife of one of our ministers to consider that school before deciding where to place her two daughters." From a letter of a lady for years a foreign missionary.

"People do not know what a fine art teacher you have. You ought to let them know it." So said an artist.

"Your Music Festival was remarkable. It would have done credit to places that have had them for years." A competent judge made this remark.

"You have a fine set of young ladies. I am pleased with their appearance and deportment. I have opportunity to see many college students, and you have reason to be gratified with the type of your young women." This was said by a distinguished Episcopalian minister.

These are only selections from many kind words spoken or written to us during the past twelve months. In every case, the testimony was volunteered, and some took special pains to find opportunity to say what we have quoted. We believe it due to our girls and their parents and due to our College that we print these few proofs of what our students are, what they do, and what opportunities they have.

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07/08

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PRESIDENT'S OFFICE.

Lander College

(Formerly Called Williamston Female College)

GREENWOOD, S. C.



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ANNOUNCEMENTS 1908-1909

—AND—

FOUNDER'S DAY RECORD 1908

PURITAS ET SCIENTIA

APPLICATION FOR ADMISSION TO LANDER COLLEGE

To the President:

I, Miss
hereby apply for admission to Lander College for the year be-
ginning September 18, 1908.

My full name is

My Postoffice is

My County

My State

My parent (or guardian)

The school I attended last

I will take lessons on piano.

I will take lessons on violin.

I will take lessons in vocal music.

I will take lessons in art.

I was vaccinated

Remarks

.....
I promise, if admitted, to be a diligent student and to obey
the rules of the College. Unless hindered, I expect to stay till
the year closes in June, 1909.

..... Pupil
I endorse the above.

..... Parent or Guardian

Strike out lessons in Music, etc., not taken.

Send to Rev. John O. Willson, Greenwood, S. C.

LANDER COLLEGE

(Formerly Williamston Female College)

GREENWOOD, S. C.

UNIVERSITY OF ILLINOIS



PRESIDENT'S OFFICE.

A Safe Home for Young Ladies
Christian Education
Thorough Work



Thirty-Seventh Year
1908-1909

THEORY OF THE

OF THE

OF

OF

OF

OF

COLLEGE CALENDAR

- 1908**—September 18, 9 a. m.—College opens.
September 19, 8 p. m.—Welcome to new students by
Y. W. C. A.
September 20, 8 p. m.—Opening Sermon.
September 27.—Greenwood Day.
October 12.—Musical Recital by Faculty.
October 23.—Second Section begins.
November 26.—Thanksgiving Day.
November 27.—Third Section begins.
December 23.—Christmas and New Year Recess begins.
- 1909**—January 5.—School work resumed.
January 13.—Fourth Section begins.
January 30.—Founder's Day—Half-holiday.
February 12.—Williamston Day.
February 17.—Fifth Section begins.
March 24.—Sixth Section begins.
April 28.—Seventh Section begins.
May 10.—Annual outing.
June 1-2.—Commencement.

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FACULTY

REV. JOHN O. WILLSON, D. D.

WILLIAM TERTIUS LANDER, A. B., A. M.
(Wofford College; Vanderbilt University)
On leave for study of Medicine

IVRY ELDRIDGE CURRY, A. B., A. M.
(Wofford College)

JAMES CLARENCE HARPER, A. B., M. D.
(Wofford College; University of Maryland)

SAMUEL LANDER PRINCE, A. B.
(Wofford College)

MRS. KATHLEEN LANDER WILLSON, A. L. B.
(Williamston Female College, now Lander College)

MISS ELIZABETH ALEXANDER, A. L. B.
(Williamston Female College, now Lander College)

MISS MARY LOUISE BARBER, A. L. B.
(Williamston Female College, now Lander College)

MISS LENA LAWSON, A. L. B., A. M.
(Williamston Female College, now Lander College; Teacher's College, Columbia University, New York)

MISS LOUISE LANHAM, A. B.
(Randolph-Macon College for Women)

MISS CARRIE WILLIAMS, A. B.
(Sullins College and Randolph-Macon College for Women)

MISS NETTIE M. SAWYER
(Utica Conservatory of Music)
Voice and Piano

MISS ANNIE ELIZABETH AUNSPAUGH
(Peace Institute, Agnes Scott College, and Cincinnati Conservatory of Music)
Violin and Piano

LANDER COLLEGE

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MISS JANET BAILEY
(New England Conservatory of Music)
Piano

MISS CARRIE KLEINSCHMIDT
(Beethoven Conservatory, St. Louis)
Piano

MISS HANNA KEELY, A. B.
(Palatinate College, Academy of Fine Arts in Philadelphia, New
York, and Boston)
Principal of Art Department

Lander College

(FORMERLY WILLIAMSTON FEMALE COLLEGE)

LANDER COLLEGE and its splendid property in the city of Greenwood, South Carolina, belong to the South Carolina Conference of the Methodist Episcopal Church, South. The property is a gift in perpetuity of the citizens of Greenwood and its vicinity. It is worth over seventy thousand dollars, and there is a debt of only fourteen thousand, part of which is already secured and the balance will be. It is rare that such a gift is given to a Church of Christ—at least in our section of the country.

The College is named for the late Rev. Samuel Lander, A. M., D. D., who founded it in the town of Williamston, S. C., on February 12, 1872, who successfully conducted the school for more than thirty-two years, and who arranged, with consent of the Board of Directors, for its removal to Greenwood. It was his life-work, his greatest achievement. For thirty-two years and four months Dr. Lander conducted with distinct success the Williamston Female College, now named *Lander College*. During all these years the Conference, or the Bishop presiding, regularly appointed him to the presidency of the institution, and for the last eight years the College has been under the care and control of the Conference. On December 16, 1904, the valuable property in Greenwood, now occupied by us, was offered to our Conference and was accepted on condition that the debt on it be paid in the next two years. By request of all parties concerned, the Conference of 1904 authorized the change of name from Williamston Female College to Lander College, in honor of Dr. Lander, and the old college under its new name was duly incorporated by the General Assembly of our State in February, 1905.

On December 3, 1906, the Board of Education of the South Carolina Conference, in its report recommended the following preamble and resolutions:

"Whereas, at the session of the South Carolina Conference of the Methodist Episcopal Church, South, held at Darlington, S. C., in December, 1904, the property occupied by Lander College (then called the Williamston Female College) was tendered to this body and was accepted on condition that the debt due on same be paid in two years;

"And, whereas, the time for said payment has nearly expired, and the debt, while largely reduced, has not been paid in full,

"And, whereas, the value of said property is at market price at least five times the amount remaining due,

"*Resolved*, That this Conference hereby accept the property occupied by Lander College in the city of Greenwood, S. C., with its unpaid balance of debt; that Rev. R. A. Child, president of the Legal Conference, is hereby authorized to approve the necessary conveyance of said property to this Conference; and that the Board of Trustees to be elected by this body be empowered to take steps necessary to raise money to pay the indebtedness due thereon."

After full discussion, the Conference adopted the preamble and resolutions, and Lander College and its property became as fully the property of said Conference as any of the Conference colleges or institutions and their properties. The trustees met in Greenwood, December 28, 1906, organized by electing Hon. Geo. W. Sullivan, Chairman, and Rev. A. J. Cauthen, Secretary, and authorized Rev. John O. Willson to raise money to pay the balance of debt according to his convenience and judgment.

Transfer from Williamston to Greenwood

The change of the College from Williamston to Greenwood came to pass in this way: In the last month of the year 1902, citizens of Greenwood, S. C., made overtures to Dr. Lander and his Board of Directors, looking to the removal of the College from Williamston to Greenwood. On January 14, 1903, an agreement was reached and articles signed. Several locations in Greenwood were offered and the choice was left to Dr. Lander and his Board. They selected the site where our present building stands, and here eighteen and three-tenths acres of land were bought for the College, and our handsome college home was built. On Tuesday, September 27, 1904, the College opened in its new home in Greenwood.

Greenwood

Greenwood is a thriving city of upper South Carolina. Three railways enter this city—the Southern, the Seaboard, and the

Charleston and Western Carolina—the latter operated in connection with the Atlantic Coast Line. These great systems give easy communication with the entire State and with all of our great country. Mail facilities are all we wish. Telephone and telegraph lines afford instant correspondence everywhere. Sound banks, fine stores, professional offices, good hotels, live newspapers, cotton and oil mills, and all other enterprises of an up-to-date city are here. The graded schools are admirably conducted. Handsome churches, with able pastors, supply the highest of all service. There is no liquor traffic in favored Greenwood.

Location

The college grounds are ample and exactly suited to our purposes. While in plain view of two railways and approached by good streets, our property is off the thoroughfares sufficiently to have safety and quiet. Yet we are within a quarter of a mile of the Methodist, Presbyterian and Baptist churches and less than half a mile from the Protestant Episcopal church. Stores and offices are not half a mile from us. Our physician is in easy reach, and so are the other medical practitioners. We have the advantage of a well-organized city, yet are removed from its dangers.

College Building

Our college building is imposing and handsome. There has been no stint in necessary outlay, nor any waste of money in non-essentials. It is of brick, with stone trimmings, three stories high, two hundred and fifty feet long, wide corridors, ninety-seven rooms, lighted by electricity, heated by steam. Sanitary and other conveniences are provided. Not only comfort but substantial luxury has been secured.

The Auditorium is named "Waller Hall" in honor of Capt. C. A. C. Waller, who was the leading spirit in securing Greenwood's generous contribution for the institution. It can seat twelve hundred people.

Class-rooms, music rooms, art rooms, parlors, society halls, laboratory, and all else are suited to the demands of the work.

Trees, flowers and grasses have been planted in our grounds, and the College Park is fast becoming a scene of beauty.

Six acres of our property are in cultivation and furnish fruits and vegetables.

An adjoining dairy farm of forty-five acres is the property of Rev. John O. Willson.

We have room for one hundred and thirty persons. As the officary and faculty reside in the building, there is room for only about one hundred and ten students; but more could be placed with a little crowding. The eastern wing, contemplated in our plans, should be added, and we should then be able to care for two hundred and fifty people—possibly a larger number. This addition will make more handsome our already beautiful building. It is now needed and should be supplied in the course of the coming year.

Faculty

Our faculty is composed of five men and eleven women, beside the physician, matron, housekeeper, and other helpers. These teachers have had the advantage of creditable careers in prominent colleges, and many of them have attended special schools and most have had large experience in teaching. They are able to do advanced and thorough collegiate work. Our officary is worthy to labor with this faculty.

With such a faculty and officary we do not hesitate to promise that teaching and training calculated to the formation of a cultured, Christian womanhood.

Curriculum

Our college course embraces the studies taught in colleges for women in our State, and is as follows: English Language, Literature and Composition, French or German, Latin, Mathematics, Natural Sciences, History, Psychology, Ethics, the Bible, Music, Art, and lectures on Home-making.

We also find it necessary to have four sub-collegiate classes. Many pupils are not prepared for college work, and perhaps cannot get ready at home. We must arrange preparatory work for them, and most willingly do so.

These sub-collegiate classes cover the following subjects: English to Rhetoric; Latin through Cæsar; Arithmetic and Algebra to Quadratic Equations; History of South Carolina, of the United States, and of England; Geography, Physical Geography and Elementary Physiology and Botany.

Applicants for admission to college classes must show by approved certificates or examination that these studies have been thoroughly mastered, and especially must be able to write and spell and punctuate correctly.

Work of the Departments

SUB-COLLEGIATE COURSE—Miss Barber

First Year

ENGLISH.—English Grammar and elementary Composition and Literature.

LATIN.—Introductory Study to Latin. Review, English Grammar.

HISTORY AND PHILOSOPHY.—History of the United States.

SCIENCE.—Geography.

MATHEMATICS.—Arithmetic, beginning with Percentage (Milne); Algebra, from beginning to Fractions (Wentworth).

Second Year

ENGLISH.—Composition and Rhetoric—two sections (Lockwood and Emerson).

LATIN.—Gradatim and Cæsar. Review, English Grammar.

HISTORY AND PHILOSOPHY.—General History (Myers).

SCIENCE.—Physical Geography; Introductory Physiology and Botany.

MATHEMATICS.—Algebra, continued to Involution and Evolution—one section; from Involution and Evolution to Quadratics—one section. Review, Arithmetic.

CATALOGUE OF
COLLEGIATE COURSE

I. Bible—Dr. Willson

While text-books will be used in Bible Study, much of the teaching will be by lecture.

II. English—Miss Lanham

FRESHMAN.—Two Sections:

Composition and Rhetoric (Scott & Denny); Introduction to English Literature (Painter); selections for study and frequent practice in theme writing.

Review, English Grammar (Meiklejohn).

SOPHOMORE.—Two Sections:

Rhetoric continued. Painter's American Literature, with parallel reading and composition work.

Review, English Grammar.

JUNIOR.—Two Sections:

Ward's English Poet Series, "Wordsworth to Tennyson"; selections from Ruskin, Carlyle, and DeQuincey, with essays and parallel readings.

Review, English Grammar.

SENIOR.—Two Sections:

The Development of the English Novel or of the Drama (Shakespeare).

Review, English Grammar.

III. Latin—Mr. Curry

FRESHMAN.—Two Sections:

Cæsar (reviewed), Ovid, Cicero (De Senectute), and Latin Composition.

Review, Latin Grammar.

SOPHOMORE.—Two Sections:

Virgil's Aeneid, Cicero's Orations, and Latin Composition.

Review, History of Rome and Latin Grammar.

JUNIOR.—Two Sections:

Tacitus, Horace, Pliny, and Latin Composition.

Review, Roman Literature and Latin Grammar.

SENIOR.—Two Sections:

Course for this year left to the discretion of the teacher.

~~123~~ If as many as five students elect to take Greek, the usual course will be given.

IV. Modern Languages—Miss Williams

Three Sections' work in either French or German is required.

JUNIOR FRENCH.—One Section:

Joynes's Minimum French Grammar; Super's French Reader.

SENIOR FRENCH.—Two Sections:

Grammar continued; *Athalie* (Racine); *La Chute* (Hugo); *Le Misanthrope* (Moliere); French Composition.

JUNIOR GERMAN.—One Section:

Joynes-Meissner's Grammar; Huss's German Reader; Immensee.

SENIOR GERMAN.—Two Sections:

Grammar continued; *William Tell*; *Faust*; *Die Journalisten*; Poems and Composition.

V. History and Philosophy—Miss Alexander

JUNIOR.—Two Hours a Week:

Ethics, two hours a week for half the year. Text, Gregory's Ethics. Pedagogy, two hours a week for the remaining half year; Psychology (Hill), one section.

Review, General History.

Electives

The following are offered:

American History (Elson), one section; English History (Andrews), one section.

SENIOR.—Two Sections—Elective:

The following electives are offered:

Economics (Gide), one section; Psychology (Hill), one section; Logic (Jevons & Hill), one section.

VI. Science—Mr. Prince

FRESHMAN.—One Section:

Botany (Gray), with Wood's Flora.

Review, Geography.

SOPHOMORE.—One Section:

Chemistry of Cooking and Cleaning (Richard & Elliot).

Review, Geography.

JUNIOR.—Two Sections:

General Chemistry, with laboratory work; Remsen's Briefer Course; Physiology and Hygiene (Hutchinson).

Review, Physical Geography.

SENIOR.—Two Sections:

Physics (Gage); Astronomy (Sharpless & Phillips).

Review, Biblical Geography.

We offer also a second section in Physics and a section in Geology. This second section Physics consists of practical laboratory work based upon work taken in first section. Text for Geology, Norton.

VII. Mathematics—Miss Lawson

FRESHMAN.—Two Sections:

Algebra completed, beginning with Quadratics; Plane Geometry (Wentworth).

Review, Arithmetic.

SOPHOMORE.—Two Sections:

Solid Geometry (Wentworth); Trigonometry (Wentworth).

Review, Arithmetic.

JUNIOR.—Two Sections:

Analytical Geometry, first section; College Algebra, second section.

Review, Arithmetic.

SENIOR.—One Section:

Calculus.

Review, Arithmetic.

Summary of Collegiate Courses

The work of each class is divided into seven sections. A section consists of work averaging twenty-three recitations a week for five weeks. During each section one Principal Study, its corresponding Review, and the Constants are carried on.

PRINCIPAL STUDIES

FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
English—2 Sections Latin—2 Sections Botany—1 Section Mathematics—2 Sections *Home Nursing †Electives	English—2 Sections Latin—2 Sections Mathematics—2 Sections Chemistry of Cooking and Cleaning } 1 Section *Electives	English—2 Sections French or German } 1 Section Philosophy—1 Section General Chemistry--1 Section *Ethics *Psychology *Pedagogy †Electives—2 Sections	French or German } 2 Sections Physics--1 Section Astronomy—1 Section *Electives—3 Sections
*Lessons in Home Nursing are required one period a week through the year. †There is no Elective work in the Freshman year.	*No Elective work in the Sophomore year.	*Required 2 hours a week for half year each †Choose 2 Sections from the following: Latin Analytical Geometry French or German English History American History Physics	*Choose three from the following English Algebra Calculus Latin Geology Physics II Psychology

Reviews

Along with the principal study we require the study of a review. It consists of five recitations a week in some elementary work chosen with regard to the principal study.

Constants

The following studies are called constants, because attention is given to them throughout the whole course:

Bible, 1 recitation a week; Reading, 3 recitations a week; Spelling, 2 recitations a week; Class Singing, 2 recitations a week; Physical Culture, 20 minutes a day; Writing, a few minutes each day; Freehand Drawing, once a week.

A schedule of recitations per week is as follows:

Principal Study, 10 recitations; Review, 5 recitations; Constants, 8 recitations.

Art—Miss Keely

Our Art Department is one of the best features of the College. Miss Keely is a real artist, whose natural gifts have been long and carefully cultivated, and who can get good work out of all that enter her studios.

We have two well-lighted studios, equipped with all necessary appliances, including a gilding wheel and a "New Revelation Kiln" in which all the china is fired.

The branches taught in this department are Drawing (charcoal, ink, pencil and crayon), Painting in oil and water-colors, China Painting, Tapestry, Stenciling, Tooled Leather, Block-work, and Pyrography. Freehand drawing is given once a week to the whole school.

The drawing is done exclusively from object, the antique, and still life. The work in oil embraces flowers, landscapes, figures, and still life. Pupils are allowed to copy from good studies until accustomed to mix paints and they have some idea of composition; then they are expected to paint from objects and work out-doors. Practical perspective is taught in connection with oil and water color. Water color sketches are made out-doors whenever possible. In the studio, pupils paint from objects and still life. China painting in flowers,

landscapes, enamel, raised paste, and gilding, is taught. Pupils do their own designing. Painting upon tapestry canvas in dyes or oil colors is taught. Pyrography is the art of decorating wood or leather by a heated platinum-point.

Our Art Exhibits at Fairs or Exhibitions always attract and are highly commended.

Music—Misses Sawyer, Aunspaugh, Bailey, Kleinschmidt

It is recognized that the study of Music is most useful as a means of mental discipline, while at the same time it instils principles of painstaking carefulness so necessary in the character-building of our young women. The aesthetic value of music can hardly be over-estimated, and the cultural effect of music in the home makes it a blessing. For these reasons this one of the fine arts has always been encouraged at Lander College. It is very gratifying to note the growth of this department, both in numbers and enthusiasm.

We are fortunate in retaining the services of Misses Sawyer and Aunspaugh as teachers of instrumental music. We are alike fortunate in securing the services of Misses Bailey and Kleinschmidt, who have taught with success.

Pianoforte Course

It is the distinct aim of the teachers of this branch to give thorough instruction in all that pertains to it. As the pupils differ so widely in their needs and ability, it has seemed inadvisable to lay down an invariable course of study. The individual needs of the pupil determine the work assigned to each one. In a general way it may be said that an attempt is made to develop both the technical and the musicianly powers of the several students.

Pianoforte

1. *Elementary*—Exercises for relaxation, elasticity of wrist and fingers, correct use of hands and arms, studies in phrasing, scales, sonatinas, easy pieces.

2. *Intermediate*—Technical exercises, scales, sonatinas, studies in phrasing from modern and classic composers, Kunz's Canons, Bach's Preludes for Beginners.

3. *Advanced*—Scales, Progressive Velocity Studies, Bach's Inventions, Preludes and Fugues, selections from Mozart, Mendelssohn, Beethoven, Chopin, and modern composers, ensemble work.

Violin Department—Miss Aunspaugh

Particular attention is given to the position of the body, the bow, and the left hand and arm. Studies for intonation, rhythm, the various bowings and left-hand technic are taken from Schradeich, Kayser, Dont, Maza, Pleyel, and Kreutzer. Pieces by Dancla and other composers are studied.

Students sufficiently advanced are given the opportunity for ensemble work.

Voice Culture—Miss Sawyer

The work is arranged systematically, beginning with proper breathing and placing of the tones so that the pupil learns from the first not to force the voice, but rather to use it easily and naturally, upholding it almost entirely with the diaphragmatic, or deep breathing.

A thorough understanding of the three departments absolutely necessary to correct singing follows.

(1) Musicianship, the mastery of rhythm, intonation, intervals, scales, and modes.

(2) Vocalization, tone quality, compass, freedom, evenness of register, tone production ("placing") and breath management.

(3) Execution and style, fluency, attack, legato, shading, accent, agility, enunciation, manner, etc.

The study of various ballads, sacred songs, etc., is taken along with the technic and the pupil soon learns to sing in a truly artistic manner.

The Chorus Class

All the members of the music department belong to the Chorus Class, which meets twice a week for the practice of choruses and sight-reading. All other pupils in the school are admitted to the Chorus Class, and their joining it pledges their regular attendance of the rehearsals. The only expense



GIRLS' CORRIDOR



LIBRARY



TENNIS CLUB



BASEBALL CLUB

connected with this class is the purchase of the music used.

The pupils of vocal music are organized into the Lyric Club, which meets regularly for the practice of part songs.

In addition to this the students of the College who do not take special music lessons are instructed (free of charge) in the rudiments of music and sight singing.

Class instruction is given in Theory and the History of Music if as many as six students apply. For these branches a charge of \$10.00 a year will be made.

Domestic Science—Mrs. Willson

Lectures will be regularly given on home-decorating, home-nursing, and other phases of woman's work, looking towards the development of our girls into efficient home-makers.

And, while we do not give lessons in practical cooking, we have put into the curriculum a course in the Chemistry of Cooking. This is taken up in the last half of the Freshman year and is one of the required studies.

Physical Culture—Miss Alexander

A sound body is essential to our best life-work. Educators must consider the development of the body as well as that of the mind and soul. And girls must have training in graceful manners and movements. Remembering this, we first encourage open-air games and exercises and require a short walk every day. Also we have daily gymnastic practice, except on Sunday. A few minutes are spent in light calisthenics, club-swinging, setting-up exercises and in deep breathing. We think this more helpful than more violent efforts. The health of our student-body causes us to believe that our theory is correct.

Our Physical Culture Course, although free of charge, is better than some systems which are especially charged for.

Athletic Association

To encourage outdoor exercise an Athletic Association has been organized, with the following officers: President, Miss Corinne Anderson; first vice-president, Miss Ethel Willis; second vice-president, Miss Kathleen Anderson; third vice-

president, Miss Marie Patterson; treasurer, Miss Lucille Zimmerman; business agent, Mr. Prince. Executive committee, Miss Aunspaugh, Mr. Curry, Miss Lydie Findley, Miss Maud Young.

Field Day was observed on April 13. Two trophy cups were offered by Dr. Willson. The tennis cup was won by Miss Maud Young, and the baseball cup by the Qui Vives, Miss Grace Gilmore, captain.

Infirmary

We have set apart as an Infirmary a suite of rooms conveniently located. Sick pupils are taken there, and receive unwearrying attention. This is much better than to leave them in the rooms with others whose going and coming would disturb and delay recovery. Meals will not be sent to the rooms.

Water

Our building is amply supplied with good, pure water, obtained from a spring and an artesian well. This is distributed all through the house. We have provision for hot and cold water. We have bath-rooms, some equipped with the Mel-chior Shower Yokes.

Fare

We determined to furnish better fare than is usual, and believe we have succeeded. Our food is abundant in quantity, of good quality, varied and wholesome. Sweet milk is plentiful. Although confident that our fare is better than the average, we wish to do still better. Health and comfort rest largely on good food.

Parents will oblige us if they will not send boxes of foods, especially meats, cakes, pickles, etc. They are not healthful. Fruits are not objectionable; but so many boxes have been rifled in transit that we advise against sending anything eatable.

Home-Life

Our ideal of a college for women is that it should be as nearly a cultured, Christian home as circumstances allow. To this end we strive steadily. The girls are encouraged to rely

on us as they would on their home-folks. Our rules are few and simple. Our care and attention unceasing.

No Public Receptions

Realizing the responsibility of having in our care the choice daughters of our patrons, we do not feel warranted in throwing them into contact with persons who may or may not be helpful associates. So we never have "Receptions," save of our college household. Our pupils are not allowed to receive attentions from young men. They are occasionally permitted (with written permission from their parents) to visit relatives and friends in the city and vicinity, under such restrictions as, from our knowledge of the facts, and of their parents' views, may seem to us to be proper. *They are not allowed to spend the night outside of the College building.*

While we have no public receptions, we are well aware of the necessity for social life, and the need of training in social forms; therefore the Faculty arranges for occasional entertainments for the College household.

Letters of Introduction

A gentleman from home, wishing to call on a pupil, will bring the President of the College written instructions to that effect. We urgently insist that, if possible, no visit be paid them during study hours or on Sunday. We ask that there be no arrivals or departures of students on Sunday.

No Special Privileges

Sometimes, in response to his daughter's wish, a patron writes asking us to allow certain privileges which he would never request if he knew all the conditions. This is practically taking her case out of our hands and putting it into her own. We claim the right to decline to grant such privileges. As a general rule the best scholastic results are achieved by the pupils who do not ask for such interruptions. We wish our pupils to realize that they are with us, not for mere diversion, but for the serious purpose of cultivating their minds and characters and forming the habit of devotion to duty.

Christian Home-Life

Lander College is emphatically a Christian College, and it is an institution of the South Carolina Conference of the Methodist Episcopal Church, South. This implies Christian teachers, Christian surroundings, Christian home-life. It also implies that we shall *not teach* or allow entertainments condemned by the Churches of Christendom. It further implies that we shall teach Christ and Christ-likeness by persuasion, by precept, by example. We have a special course of Bible study which runs throughout the year. We also try to show the Divine hand and spirit in Science, Literature, History, Art, Music—everywhere. Each day opens with devotions, each evening our College household engages in family prayer. Our Sunday School meets regularly, and every teacher is a worker in it. Our students must attend church service every Sunday morning—and arrangements are made to enable them to worship in the church of their parents. Ours is a Methodist College, but no proselyting is allowed, directly or indirectly. Boarding pupils who wish to join the Church must secure consent of their parents. We are glad to report that conversions in our College are no strange occurrences. All apart from the influence of the churches our College household has had most gracious seasons of refreshing.

Most of our boarding pupils belong to either the Young Women's Christian Association or the Tarboux-Lander Missionary Society, or both, and so the spirit of Christian work and devotion and the great cause of missions are upon their hearts.

Pure Moral Atmosphere

The authorities of the College prize as one of the prime advantages of the ideals and aims of our school the fact that those young ladies who would give their teachers most trouble, seldom disturb our peace, because, not liking the quiet management of the school, they either stay at home or go somewhere else. And, while this advantage is felt most delightfully by the authorities, it is no less valuable to the pupils, inas-

much as it tends greatly to diminish the dangers from contact with unworthy associates. To this fact, to a large extent, we attribute the pure moral atmosphere with which we have been so conspicuously blessed during our history.

Thoroughness and Womanliness

Our College has always stood for thorough education of *womanly women!* Beginning in 1872 with the determination to require thorough study and to develop a high type of womanly women, in which type genuine religion should have chiefest place, Dr. Lander and his fellow-laborers followed unwaveringly the course marked out. Nothing could induce them to pass pupils who did not merit advancement nor to graduate any who did not honestly earn a diploma. As a result, our graduates and students soon came to be looked upon as women ready for any modest, Christian service—*efficient, faithful, steadfast, helpful*, as Hon. O. B. Martin, State Superintendent of Education, declared he found them.

Commencement

Our commencement of 1908 began with a recital on May 27. On June 1, the afternoon was given to the Art Exhibit—a most attractive display. Monday evening at 8:30, Hon. George B. Cromer delivered the annual address—an impressive speech—and graduates received their diplomas. Tuesday morning the Trustees and the Alumnae Association held their meetings, and at 8:30 p. m. Bishop Warren A. Candler, of Atlanta, Ga., preached the commencement sermon—an eloquent discourse.

Medals

The medal, offered by Hon. C. A. C. Waller, through the R. A. Waller Chapter, U. D. C., for an essay on "The Life and Character of Jefferson Davis" was won by Miss Mattie Roberts, of Greenwood county. The Sarah Blake medal, offered by Mr. R. P. Blake, was won by Miss Inez Hutchison, of Greenwood county, and was presented by Rev. J. B. Greene. By request of the Art Department, the Sullivan medal was

not contested for this year, but Capt. Sullivan generously presents to the department a collection of casts as a substitute.

Lyceum Course

We support a regular Lyceum—with the assistance of friends in Greenwood—and through this we enjoy the benefit of a series of lectures and entertainments of high grade. The lowest possible charges are made in order that all may profit by these exercises. During the past year, the Lyceum furnished the following

LECTURE COURSE:

Jan. 9.—Entertainment by the Lyceum Grand Concert Company.

Jan. 22.—Entertainment by the Whitney Brothers.

Feb. 21.—Readings by Poet Humorist, Fred Emerson Brooks.

May 9.—Rev. W. H. Sears, D. D.—

Lecture: More Taffy and Less Epitaphy.

Apr. 9.—Entertainment by the Schubert Symphony and Ladies' Quartette.

Other Attractions

Teachers' Recital.

Address by Gen. Stephen D. Lee.

Founder's Day address by Dr. W. P. Few, Dean of Trinity College.

Address by Dr. T. M. Hare, of Washington, D. C., Secretary of Anti-Saloon League.

Address by Miss Mabel Head, Nashville, Tenn., Secretary of Home Mission Society.

Address by Dr. John H. Clewell, President of Salem College and Academy, on the History of the Moravian Church.

Talk by Miss Garrison, Secretary of Y. W. C. A.

Field Day, April 13.

Address by Dr. A. B. Cooke, of Wofford College.

Talks at chapel by the following:

Rev. A. H. Bagby, D. D.

Rev. J. F. Anderson.

Rev. R. W. Barber.
Rev. H. B. Browne.
Rev. P. F. Kilgo.
Rev. J. W. Speake.
Rev. B. R. Turnipseed.
Rev. S. R. Belk, D. D.
Rev. J. C. Roper.

Besides, our students hear the annual oratorical contest between the colleges of our State.

Gifts in 1904-1905

1. Oil portrait of Dr. Samuel Lander, given by Mrs. S. Lander.
2. Seats of Auditorium, given by Greenwood friends, cost about \$500.00.
3. From a friend for endowment, \$10.00.
4. Kathleen Lander Willson Loan, given by Rev. John O. Willson, \$500.00.
5. Estey Cabinet Organ, given by Mrs. Geo. E. Prince.
6. Fifty books, given by Northern publishers.
7. Ten books, given by B. F. Johnson & Co.

Gifts in 1905-1906

1. From Mrs. R. W. Barber, \$50.00.
2. From Hon. C. A. C. Waller, 13 volumes of Confederate Military History, edited by General Clement A. Evans.
3. From Mrs. John R. Blake, 13 volumes "Historical Tales."

Loans for the years 1905-1907

1. From Mrs. T. Q. Donaldson, Jr., collection of Indian curios valued at more than \$1,500.00.

Gifts in 1906-1907

1. Elizabeth M. Richardson Loan Fund, notes for \$100.00, given by John O. Willson.
2. Four volumes, Tissot's Illustrated Life of Christ, given by Rev. L. F. Beaty, D. D.
3. Five books from Mrs. L. M. Ward.
4. Two books from Miss Aileen Ward.

Gifts in 1907-1908

1. Given for Pipe Organ fund by Greenwood friends, \$156.00.
2. For Martha Fort Williams Loan Fund, given by Mr. George W. Williams, \$100.00.
3. For Mary Blackman Loan Fund, given by relatives, friends, and the faculty and students, \$147.15 in pledges and payments.
4. For Sallie Hinnant Loan Fund, by relatives, friends, and the faculty and students, \$334.15 in pledges and payments.
5. For Bessie Stackhouse Loan Fund, by relatives, friends, and the faculty and students, \$1,078.15 in pledges and payments.
6. Kathleen Lander Willson Loan Fund, by Rev. John O. Willson, \$85.00.
7. Casts for Art room, by Hon. G. W. Sullivan.
8. Watson's Handbook of South Carolina, given by Hon. G. W. Sullivan.
9. Life of Washington, 5 volumes, given by Mrs. I. E. McKewn.
10. Documents from Hon. Wyatt Aiken and Hon. B. R. Tillman.
11. Knight of the Saddlebags, given by Dr. J. L. Stokes.
12. Plants for campus, given by Mrs. R. B. Epting.

Medals for 1908-1909

1. Waller Medal.
2. Sullivan Art Medal.
3. Sarah Blake Medal.
4. Gardner Medal.

Form of Legacy

"I hereby give and bequeath to Lander College, an institution situate in the city of Greenwood, South Carolina, and duly incorporated by Act of the General Assembly of said State, ... dollars for the uses of said College."

.....

OUR HELPS

Books of Reference

In the front of Waller Hall, conveniently arranged and easy of access at all times, is an extensive collection of cyclopedias, gazetteers, atlases, special dictionaries, and other costly works of reference, embracing about 200 volumes and affording incalculable advantages in the study of almost any subject. To this collection additions are being made from time to time, as experience and ability suggest.

The Library

On the second floor, just over Waller Hall, is the Library and Reading Room. This library consists of about 4,500 volumes, including many standard works in all departments of literature, and furnishing ample opportunity for the cultivation of refined taste and the formation of correct literary habits. The private library of the president adds over one thousand volumes to this collection.

Magazines and papers are taken, and students are encouraged to read them.

Extensive Apparatus

Our apparatus, which is extensive, assists very much in giving thorough instruction in Physics, Botany, Anatomy, Astronomy, Chemistry, Music, Geography, and Mathematics. In the Astronomical department we have a fine Refracting Telescope of three and a half inches aperture, and an Andrews Improved Lunar Tellurian.

Nor are these instruments idle. In Chemistry and Physics, all the important demonstrations suggested in the text-books are actually made, either by the pupils themselves or, at least, in their presence. The pupils in Mensuration and Surveying make measurements in the field, and form their own field notes, draw neat plots, and calculate their contents.

Cabinet and Museum

Our Museum includes about 2,200 objects of interest and value from the animal, the vegetable and the mineral kingdoms

to which we are receiving frequent accessions by the kindness of friends and otherwise. This collection is not made up merely of what is strange and unusual; but it includes about 1,500 classified specimens of minerals and fossils, which are of great service in the study of Physical Geography, Mineralogy and Geology.

Societies

There are two literary societies—the Erosophic and Mathe-sian. Two large halls have been set aside for their meetings, which are held weekly. Students, especially those boarding in the College, are required to join one or the other of these societies, as their cultural influence is beyond doubt. The teachers are honorary members and render active aid in their work.

The Bonheur Club

The Bonheur Club, so called from the famous artist, Rosa Bonheur, meets once a month to study artists and their pictures, History of Art, and the different schools—Italian, Dutch, French, etc.

The Young Women's Christian Association

The College has a flourishing Y. W. C. A., which meets regularly for the dispatch of business and for devotions. Besides the usual exercises, ministers and other Christian workers are occasionally secured for lectures and addresses. Two delegates from the Association attended the Y. W. C. A. Summer School in Asheville, N. C., June, 1908.

The Tarboux-Lander Missionary Society

The Missionary Society meets once a month. The missionary spirit has always been good in the College. Three of our alumnae are now in the foreign field—Mrs. Sue Kirkland Tarboux, '77; and Mrs. Tommie Hall Lander, '78, in Brazil; and Mrs. Johnnie Sanders Bowen, '86, in China.

Alumnae Association

This Association has always had at heart the best interests of the College and its constituency. It meets annually in the college building and has in hand some work for its alma mater.

The Association has authorized local chapters, auxiliary to it, which may be of advantage in communities where a number of graduates reside. The officers of the Association are: Mrs. M. F. Ansel, president; Mrs. T. C. Turner, vice-president; Miss Susie Hodges, recording secretary; Mrs. W. A. Williams, corresponding secretary; and Mrs. Mattie Anderson Cauthen, treasurer. Mrs. J. P. Gossett and Miss E. Alexander, with the officers, constitute the Executive Committee.

Table of Rates

IN COLLEGE CLASSES.

	Per Half Year	Per Year
Board, including room, heat, light, etc. . .	\$ 65 00	\$130 00
Literary tuition	19 25	38 50
Medical fee (not including medicines) . . .	2 50	5 00
Incidental fee	75	1 50
Library fee	50	1 00
	\$ 88 00	\$176 00
Matriculation fee (payable only on entrance)	5 00	5 00
	\$ 93 00	\$181 00

DAY PUPILS IN COLLEGE CLASSES

Literary tuition	\$ 19 25	\$ 38 50
Incidental and library fees	1 25	2 50
	\$ 20 50	\$ 41 00
Matriculation fee (payable only on entrance)	5 00	5 00
	\$ 25 50	..\$ 46 00

IN SUB-COLLEGIATE CLASSES.

Board, including room, heat, light, etc. . .	\$ 65 00	\$130 00
Literary tuition	15 75	31 50
Medical fee (not including medicines) . . .	2 50	5 00

Incidental fee	75	1 50
Library fee	50	1 00
	\$ 84 50	\$169 00

DAY PUPILS IN SUB-COLLEGIATE CLASSES.

Literary tuition	\$ 15 75	\$ 31 50
Incidental and library fees	1 25	2 50
	\$ 17 00	\$ 34 00

EXTRAS

Lessons in Drawing, Painting and all Art

Studies	\$ 21 00	\$ 42 00
Lessons in Music, vocal or instrumental . .	21 00	42 00
Use of piano for practice	3 50	7 00

Physics fee, \$2.50; Chemistry fee, \$2.50; Graduation fee, \$5.00; Board during Christmas holidays, \$5.00.

Each boarding pupil will pay fifty dollars, and each day pupil ten dollars, as she enters the Institution, and the remainder of the session's expenses in instalments on November 1, 1908, February 1, 1909, and April 1, 1909.

About ten days before each instalment is due each patron receives a statement of his account, with a request to remit whatever may be due.

Ministerial patrons are not charged for literary tuition.

A discount of ten per cent. is made from the board and tuition of each of two sisters or two sent by the same patron attending at the same time, and fifteen per cent. of each of three.

A discount of ten per cent. is made from the extra tuition fees of a pupil who takes full lessons in both Vocal and Instrumental Music, or double lessons in Music or in Art.

Books and stationery are furnished at low rates for cash; but they will not be charged to pupils' accounts, and pupils are entirely free to buy from the book stores.

Best Terms

We are often asked to send a catalogue with a special letter "*stating our very best terms and rates.*" We are always glad

to answer any inquiries, but with reference to rates, those in our catalogue are the lowest we can afford. If we gave lower rates to one, it would be an injustice to all others and to ourselves. We have made our rates as low as possible, and cannot afford to vary from them.

Each boarding pupil furnishes her own doilies, towels, sheets, pillow cases, blankets, a white counterpane and toilet articles.

She should also have an umbrella, two wraps—one light weight, one heavy—a pair of overshoes, a pair of bedroom slippers, and a doily ring, however simple. Each article should be plainly marked with the owner's name in full.

Pupils to Board in College

Pupils from a distance are expected to board in the College, unless their parents prefer them to board in the city with near relatives, or with friends through whose agency they are brought to the Institution.

To Keep the Rules and Remain

The entrance of a pupil is equivalent to a pledge that she will conform to the rules and regulations of the College and that she will remain till the end of the school year in June—unless some unexpected occurrence renders her removal necessary—and the authorities of the College, with the patron, will judge of this necessity. We make our engagements by the year, and expect our pupils to do the same.

No rebate from our charges for loss of time or withdrawal before the close of the term can be allowed unless in case of protracted sickness—and in such cases the incapacities of the pupil for further attendance must be certified by the college physician. There is no reduction for tardiness in returning from vacation. The medical fee in our rates secures the physician's attendance free of other charges than for medicines.

Applicants from another institution are expected to show honorable withdrawal.

We request all who intend to enter the College to send for an application blank and then to sign and forward it.

ROLL OF STUDENTS*(With the counties in which they reside)*

GRADUATES OF THE YEAR 1907-8

Oct. 23, 1907—Annie Lou Banks	Calhoun
Oct. 23, 1907—Maggie Ethridge	Greenwood
Nov. 26, 1907—Eulalie Earle	Spartanburg
Jan. 14, 1908—Emma Andrews	Greenwood
Jan. 14, 1908—Amanda Edwards	Marion
Jan. 14, 1908—Jessie Player	Lee
Jan. 14, 1908—Bertha Wannamaker	Sumter
Mar. 25, 1908—Carrie Lou Connor	Greenwood
Mar. 25, 1908—Mamie DuRant	Laurens
Mar. 25, 1908—Margaret Jones	Georgetown
Mar. 25, 1908—Annie Laurie Williams	Greenwood
Apr. 28, 1908—Helen Gambrell	Greenwood
June 2, 1908—Dollie Buzhardt	Newberry
June 2, 1908—Grace Gilmore	Berkeley
June 2, 1908—Dora Hinnant	Williamsburg
June 2, 1908—Ethel Nesmith	Williamsburg
June 2, 1908—Volina Ouzts	Greenwood
June 2, 1908—Martha Platt	Sumter
June 2, 1908—Irene Rumph	Dorchester
June 2, 1908—Lodia Seymour	Greenwood
June 2, 1908—Ruth Seymour	Greenwood
June 2, 1908—Lucile Sheridan	Greenwood
June 2, 1908—Lila Simmons	Laurens
June 2, 1908—Minnie Lute Speare	Georgia

UNDERGRADUATES

Marguerite Adams	Charleston
Ruth Adams	Charleston
Leona Agnew	Abbeville
Ona Lee Agnew	Greenwood
Corinne Anderson	Anderson
Kathleen Anderson	Anderson
Hester Austin	Oconee
Sarah Bailey	Georgetown

Pearl Bates	Union
Wessie Bethea	Marion
Mamie Elise Bolton	Greenwood
Pauline Boykin	Darlington
Fannie Broyles	Anderson
Inez Buchanan	Greenville
Mary Calhoun	Greenwood
Pearl Calvert	Greenwood
Elizabeth Cannon	Laurens
Allie Carson	Orangeburg
Vallerie Carter	Orangeburg
Winnie Cely	Anderson
Marie Coker	Darlington
Cora Lee Coleman	Greenwood
May Belle Coleman	Greenwood
Genevieve Cousar	Chester
Nannie Creighton	Greenwood
Ruth Creighton	Greenwood
Alma Crook	Calhoun
Dona Lee Dalrymple	Anderson
Edna Ellis	Greenwood
Ethel Epting	Greenwood
Mary Etheredge	Greenwood
Lidie Findley	Anderson
Lucille Forrest	Saluda
Christine Frazier	Greenwood
Lucy Gasque	Marion
Ona Giles	Georgia
Doris Goolsby	Bamberg
Lynn Goolsby	Bamberg
Laurie Gray	Laurens
Jennie Green	Pickens
Sallie Hamilton	Marion
Sarah Hammet	Bamberg
Ida Lee Harper	Dorchester
Ernestine Harrison	Spartanburg
Mabel Harrison	Spartanburg

Helen Hatchett	Spartanburg
Katharine Hayes	Marion
Bess Herbert	Newberry
Ethel Hinton	Greenwood
Ethel Holman	Calhoun
Annie Hughey	Greenwood
Eva Hutchings	Greenville
Inez Hutchison	Greenwood
Mary Jenkins	Greenwood
Mary Johnston	Dorchester
Frances Kelly	Greenwood
Eilleen Kilgo	Florence
Corrie Knight	Orangeburg
Carrie Lander	Anderson
Esther Lander	Anderson
Blanche Lawrence	Florence
Lewis Lipscomb	Greenwood
Margaret Livingston	Newberry
Mary Livingston	Bamberg
Essie Lowe	Spartanburg
Amy Lyles	Oconee
Lula May	Colleton
Dellie McClam	Williamsburg
Belle McCutchen	Sumter
Mattie May McIntyre	Marion
Eula McWhorter	Anderson
Rosa Merritt	Spartanburg
Annie Miller	Oconee
Fannie Morrow	Anderson
Dorothy Napier	Greenwood
Lillian Newton	Georgia
Florence Nexsen	Williamsburg
Cordie Nicholson	Marion
Martha Ouzts	Greenwood
Ruth Ouzts	Greenwood
Eva Oxner	Newberry
Marie Patterson	Spartanburg

Frances Patton	Spartanburg
Anna Belle Pittman	Greenwood
Lena Player	Lee
Lillie Plowden	Clarendon
George Prince	Anderson
Cora Roberts	Marion
Mattie Roberts	Greenwood
Lois Robinson	Spartanburg
Alpha Rogers	Marion
Dell Rogers	Marion
Susie Rumph	Dorchester
Marian Schumpert	Newberry
Ovaline Sharp	Anderson
Genevieve Singleton	Greenwood
Clothilde Smith	Bamberg
Susie Smith	Lee
Ethel Stackhouse	Marlboro
Nona Stackhouse	Marion
Ethel Still	Greenwood
Ethel Thrower	Dorchester
Faustina Tucker	Anderson
Evelyn Turner	Greenwood
Lucille Turner	Greenwood
Maud Turner	Orangeburg
Ruth Turner	Greenwood
Ammie Varner	Berkeley
Ora Waldrep	Spartanburg
Blanche Walker	Greenville
Kathleen Wannamaker	Orangeburg
Marie Wendt	Newberry
Clarissa Whitaker	Greenwood
Inez Whitaker	Greenwood
Candler Wiggins	Florence
Julia Ray Wiggins	Florence
Charlie Williams	Greenwood
Nell Williams	Spartanburg
Sadie Williams	Greenwood

Ethel Willis	Laurens
St. Lawrence Wilson	Spartanburg
Lily Yarborough	Spartanburg
Maud Young	Spartanburg
Lucile Zimmerman	Oconee

SPECIAL STUDENTS IN ART

Helen Alston	Greenwood
Helen Byrd	Greenwood
Mrs. J. I. Chipley	Greenwood
Mrs. J. G. Greene	Greenwood
Mrs. L. A. Lander	Greenwood
Pearl Napier	Greenwood
James Wharton	Greenwood
Ralph Jones	Greenwood

SPECIAL STUDENTS IN MUSIC

Ruth Barksdale	Greenwood
Augusta Blake	Greenwood
Ruth Blake	Greenwood
Emily Burnside	Greenwood
Helen Byrd	Greenwood
Marian Byrd	Greenwood
Elizabeth Cobb	Greenwood
Lidie Coleman	Greenwood
Camille Jennings	Greenwood
Ella Nickels	Greenwood
Frances Pemberton	Greenwood
Julia Robinson	Greenwood
Ethel Seago	Greenwood
Stephen Lee	Greenwood
Hermann Rosenbaum	Greenwood

ROLL OF ALUMNAE

We will appreciate the correction of any error in this list.

1872

1. Ella Calhoun (Mrs. T. C. Turner), Greenwood.
2. Lucy Pinson (Mrs. Shepherd), Greenwood. Died in Augusta, Ga., August 12, 1906.
3. Julia Zeigler (Mrs. J. C. Chandler), Enoree.

1873

4. Pet Allen (Mrs. S. M. Orr), Anderson.
5. Mattie Lander (Mrs. G. E. Prince), Anderson.
6. Mollie Prince (Mrs. M. L. Fouche). Died in Baltimore, Md., July 6, 1889.
7. Fannie Sharp (Mrs. J. Walsh Boyd), St. Joseph, Mo.

1874

8. Ida Clinkscales (Mrs. E. K. Hardin), Clover.
9. Sallie Hutto (Mrs. J. G. Clinkscales), Wofford College.

1875

10. Julia Archer (Mrs. James Switzer), Switzer.
11. Lula Gray (Mrs. W. P. Harris), Owings.
12. Carrie Lawton (Mrs. W. S. Wightman). Died in Charleston, April 17, 1896.
13. Sallie McMillan (Mrs. Clarke). Died at Lake City, April 3, 1886.

1876

14. Ella Coxé (Mrs. Oscar Cromer), Abbeville.
15. Mamie Mood, Spartanburg.
16. Susie Reid (Mrs. S. L. Gleaves), Wytheville, Va.
17. Ida Jones. (Died in Charleston, December 23, 1877.)

1877

18. Janie Anderson (Mrs. Charles Roberts), Ninety-Six.
19. Mary Brown (Mrs. G. H. Mahon), Greenville.
20. Sallie Brown (Mrs. J. P. Gossett), Williamston.
21. Rebekah Douthit (Mrs. Taylor), Pendleton.
22. Nina Dukes (Mrs. W. L. Anderson), Greenwood.
23. Sue Kirkland (Mrs. J. W. Tarboux), Juiz de Fora, Minas Geraes, Brazil, S. A.
24. Mamie Pelham (Mrs. Joseph Sullivan), Laurens.

1878

25. Tommie Hall (Mrs. J. M. Lander), Petropolis, Brazil, S. A.
26. Addie Hollingsworth (Mrs. M. F. Ansel), Columbia.
27. Mamie Mauldin (Mrs. Tribble). Died in Williamston, July 7, 1885.

- 28. Vesta Mauldin (Mrs. W. T. McFall), Pickens.
- 29. Carrie McMakin, Spartanburg.

1879

- 30. Vinnie Jefferies (Mrs. J. M. Goudelock), Gaffney.
- 31. Olivia Newton (Mrs. John Evatt), Liberty.

1880

- 32. Cara Featherstone. (Died in Belton, March 10, 1888.)
- 33. Dora Anderson (Mrs. W. D. Hutto), Spartanburg.
- 34. Lilian Weber (Mrs. Leland Moore), Charleston.
- 35. Bessie Cannon (Mrs. A. W. Attaway), Williamston.
- 36. Nannie Landrum (Mrs. E. E. Bomar), Charlotte, N. C.
- 37. Callie Haynes, M. D. (Mrs. Bader), Staunton, Va.
- 38. Mamie Finger (Mrs. Murdaugh), Bamberg.
- 39. Katie McCall (Mrs. H. H. Newton), Bennettsville.
- 40. Julia Williams, Greenville.
- 41. Nannie Jefferies (Mrs. C. O. Allen), Greenville.

1881

- 42. Della Braswell (Mrs. Schofield). Died in Hendersonville, N. C., August 24, 1884.
- 43. Alice Moore (Mrs. Blalock), La Grange, Ga.
- 44. Ella Smith (Mrs. Sanford Brown), Pendleton.

1882

- 45. Willie Manning, Clio.
- 46. Clara Robinson (Mrs. J. B. Harmon), McCormick.
- 47. Carrie Izlar (Mrs. Oliveros), Savannah, Georgia.
- 48. Mattie Brown, Williamston.

1883

- 49. Emma Henderson (Mrs. W. Austin Blake), Pelzer.
- 50. Alice Davis (Mrs. C. O. Burriss), Anderson.

1884

- 51. Elizabeth Alexander, Lander College.
- 52. Lila Prince (Mrs. K. D. Senn), Anderson.
- 53. Happy Ford (Mrs. W. T. Lander). Died in Williamston, August 13, 1894.

1885

- 54. Mary Wilson (Mrs. Clatworthy), Honea Path.
- 55. Mary Mabry (Mrs. John R. Lomax), Abbeville.
- 56. Leah Rochester (Mrs. Craig), Pendleton.

1886

- 57. Kathleen Lander (Mrs. John O. Willson), Lander College.
- 58. Minnie Williams (Mrs. James Anderson), Anderson.

- 59. Laura Ellis. (Died in Gainesville, Ga., October 23, 1896.)
- 60. Inez Edwards (Mrs. W. E. Humphries), Oklahoma.
- 61. Johnnie Sanders (Mrs. A. E. Bowen), Shanghai, China.

1888

- 62. Bessie Jefferies (Mrs. Baxter Wood), Gaffney.
- 63. Lucy Ellis (Mrs. Julius Newton). Died in Athens, Ga., January 23, 1903.
- 64. Janie Featherstone, Anderson.
- 65. Sunie Littlejohn (Mrs. Eagleton), Naples, Italy.

1889

- 66. Mary Mattison (Mrs. Julius Miller), Anderson.
- 67. Lohnner Epting (Mrs. Davenport), Horseshoe, N. C.

1890

- 68. Mattie Anderson (Mrs. A. J. Cauthen), Anderson.
- 69. Sallie Few (Mrs. Luther Marchant). Died at Greer, S. C., April 23, 1898.

1891

- 70. Rosa Greer (Mrs. Watkins), Westminster.
- 71. Sallie Camp, Lando.
- 72. Janie Gray, Williamston.
- 73. Rosa Hodges (Mrs. J. D. Crout), Laurens.
- 74. Anna Wilson (Mrs. Ellis), Baldock.
- 75. Maida Goodgion, Williamston.
- 76. Bertha Epps (Mrs. E. Z. James), Campobello.
- 77. Hortense Mauldin (Mrs. N. D. Lesesne), Kingstree.

1892

- 78. Mattie Connor (Mrs. Arthur Wiggins), Denmark.
- 79. Bessie Epting, Williamston.
- 80. Carrie Foster (Mrs. Jesse Calvert), Mount Tabor.

1893

- 81. Angie Clayton (Mrs. Doane Epps), Central.
- 82. Daisy Crymes (Mrs. James Ramsey), Williamston.
- 83. Bertha Anderson (Mrs. D. P. Gray), Williamston.
- 84. Mary Auld, Columbia.

1894

- 85. Andrena Anderson, Williamston.
- 86. Minnie Wood (Mrs. John McGraw), Asheville, N. C.
- 87. Sue Stoll, Kingstree.
- 88. Leta Tatum (Mrs. Harry Barton), Cope.
- 89. Fannie Auld. (Died in Greenwood, October 26, 1897.)

1895

- 90. Lessie Bull (Mrs. D. G. Dantzler), Dantzler.
- 91. Sue Cox, Williamston.
- 92. Alice Giles, Atlanta, Ga.

1896

- 93. Eola Rice (Mrs. W. Osteen), Florence.
- 94. Minnie Klugh (Mrs. Joyce), Mullins.
- 95. Mamie McGraw (Mrs. W. S. Henry), Scranton.
- 96. Mary Newton, Bennettsville.
- 97. Evelyn Parrott (Mrs. Parrott), Darlington.
- 98. Clare Stokes (Mrs. Laurin Covington), Summerton.
- 99. May Whitmire (Mrs. F. H. Shuler), Clio.

1897

- 100. Louise Barber, Lander College.
- 101. Jessie Simmons (Mrs. W. A. Williams), Greenwood.

1898

- 102. Kate Holcombe (Mrs. M. C. Pool), Cross Anchor.
- 103. Edna Mills (Mrs. Pryor). Died in Rock Hill, August 22, 1902.
- 104. Mary McKelvey. (Died in Atlanta, October 1, 1905.)
- 105. Zessie Rush (Mrs. G. E. Marchbanks), Anderson.

1899

- 106. Maude O'Neal, Anderson.
- 107. Maude Rosamond (Mrs. T. A. Wigington), Anderson.
- 108. Maude Douthit (Mrs. Joseph Bell), Anderson.
- 109. Gertrude Jones (Mrs. G. B. Walton), Anderson.
- 110. Lidie Crymes (Mrs. D. S. Vandiver), Anderson.
- 111. Janie Sullivan (Mrs. J. N. Anderson), Gainesville, Florida.

1900

- 112. Ruth Rush (Mrs. Babb), Anderson.
- 113. Helen Gaines, Williamston.
- 114. Jessie McKelvey (Mrs. Clarence Lee), Lydia.

1901

- 115. Sarah McCullough (Mrs. J. J. McSwain), Greenville.
- 116. Lena Lawson, Lander College.
- 117. Pearl Russell (Mrs. S. H. Booth), Jordan.

1902

- 118. Flora McKelvey, Lickville.
- 119. Annie Barber (Mrs. Ellis Huckabee), Lowndesville.
- 120. Helen Barber (Mrs. D. N. Bourne), Sampit.

1903

- 121. Allene Grier (Mrs. R. H. Ferguson), Spartanburg.
- 122. Carrie Monroe (Mrs. Wightman Epps), Kingstree.
- 123. Elizabeth Newton, Bennettsville.
- 124. Corrie Phinney (Mrs. J. C. Latimer), Honea Path.
- 125. Gertrude Cely, Anderson, S. C.
- 126. Bettie Lawson, Darlington.
- 127. Bessie Peacock, Rock Hill.
- 128. Lillian Gambrell, Abbeville.
- 129. Alice Stackhouse, Dillon.

1904

- 130. Mary Dagnall (Mrs. Paul Allen), Bamberg.
- 131. Adele Wannamaker, St. Matthews.
- 132. Lena Thomas, Lake City.
- 133. Marion Thomas (Mrs. D. H. Oliver), Deer Land, Florida.
- 134. Madge Anderson, Williamston.
- 135. Inez Crymes, Williamston.
- 136. Kizzie Jones (Mrs. Ernest M. Lander), Williamston.

1905

- 137. Grace Stokes (Mrs. J. T. Carter), Bowman.
- 138. Emily Dantzler, Orangeburg.
- 139. Agnes Holman (Mrs. Atkinson), Orangeburg.
- 140. Frances Ransom, Beeville, Texas.
- 141. Dolly May Senn, Silver Street.
- 142. Laura Hall Lander, Petropolis, Brazil, S. A.
- 143. Inez Bowers (Mrs. Paysinger), Ninety-Six, R. F. D.
- 144. Beatrice Cely, Piedmont, R. F. D.

1906

- 145. Frances Anderson, Waterloo.
- 146. Myrtle Beacham, Greenwood.
- 147. Susie Hodges, Greenwood.
- 148. Lillian Fay Moss, Royston, Georgia.
- 149. Annie Garrett, Pelzer.
- 150. Argent Skinner, Stokes' Bridge.
- 151. Carree Douthit, Pendleton.
- 152. Mary McLees, Greenwood.
- 153. Pearl Napier, Greenwood.
- 154. Mary Terrell Rogers, Blenheim.
- 155. Leila McCool, Breezewood.

1907

- 156. Leila Garris, Smoak's.
- 157. Roberta McIntosh, Latta.

- 158. GeDelle Brabham, Bamberg.
- 159. Miriam Foster (Mrs. Charles Scarborough), Conway.
- 160. Dolly Cleland, Newberry.
- 161. Lucy McCallum, Blenheim.
- 162. Annie B. Dalrymple, Townville.
- 163. Annie Lou Banks, St. Matthews.
- 164. Maggie Ethridge, Breezewood.
- 165. Eulalie Earle, Spartanburg.

1908

- 166. Emma Andrews, Greenwood.
- 167. Amanda Edwards, Latta.
- 168. Jessie Player, Bishopville.
- 169. Bertha Wannamaker, Sumter.
- 170. Carrie Lou Connor, Greenwood.
- 171. Mamie DuRant, Waterloo.
- 172. Margaret Jones, Georgetown.
- 173. Annie Laurie Williams, Greenwood.
- 174. Helen Gambrell, Greenwood.
- 175. Dollie Buzhardt, Newberry.
- 176. Grace Gilmore, Holly Hill.
- 177. Dora Hinnant, Lake City.
- 178. Ethel Nesmith, Lake City.
- 179. Volina Ouzts, Greenwood.
- 180. Martha Platt, Wedgefield.
- 181. Irene Rumph, St. George.
- 182. Lodia Seymour, Greenwood, R. F. D.
- 183. Ruth Seymour, Greenwood, R. F. D.
- 184. Lucille Sheridan, Greenwood.
- 185. Lila Simmons, Gray Court.
- 186. Minnie Lute Spear, Waycross, Ga.

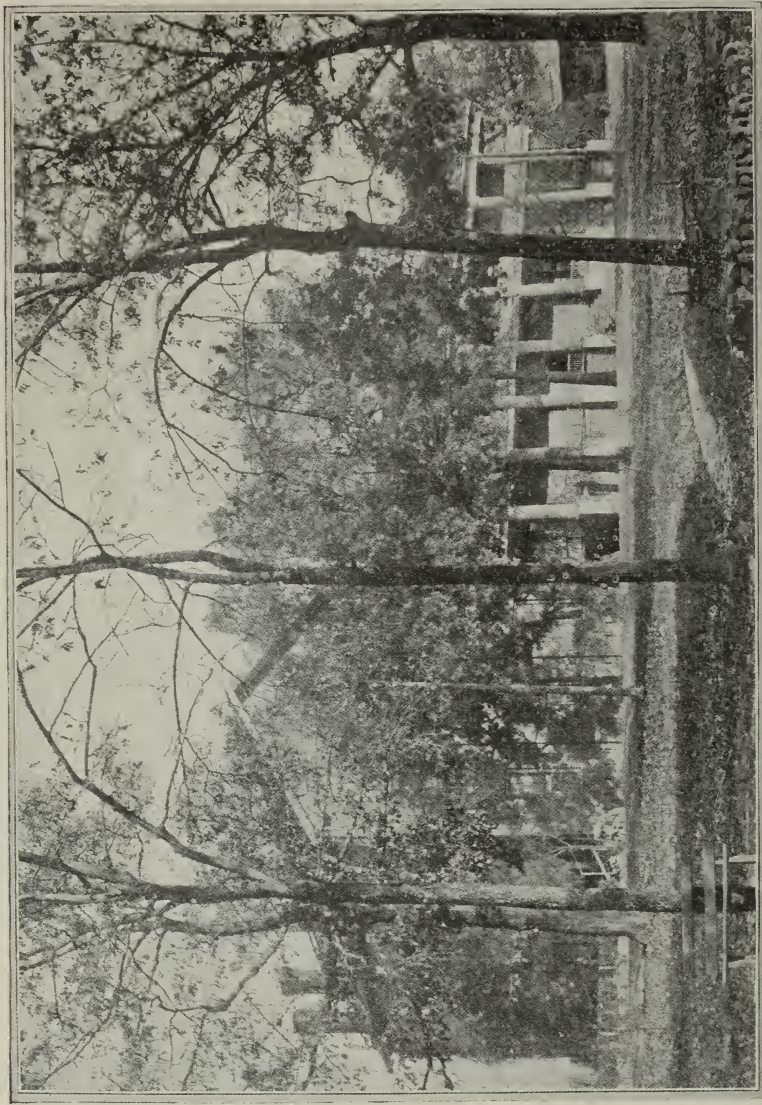


LANDER COLLEGE, GREENWOOD, S. C., AND ITS PRESIDENT.





REV. SAMUEL LANDER, A. B., A. M., D. D.,
Jan. 30, 1833-July 14, 1904.
Founder



WILLIAMSTON FEMALE COLLEGE,
February 12, 1872-September 27, 1904.
First Home of Lander College.

FOUNDER'S DAY RECORD***January 30, 1908***

At half-past eight o'clock on the evening of January 30th, 1908, a large audience assembled in Waller Hall. After opening devotions, the essay on Dr. Lander's educational work, written by Mrs. Rosa Dantzler Lander, was read, and the orator of the day, Dr. Wm. P. Few, delivered the Annual address:

THE ADDRESS

Conservative Progress for South Carolina

BY DR. WILLIAM P. FEW.

I am glad to have a part in the celebration of your Founder's Day; glad that in my sympathy and with my presence here for a night, I can share with this institution in the great and beneficent work it is doing, and glad that I can join with you in commemorating the high-purposed and good man whose name your college bears and whose memory this red-letter day in your calendar is set apart to cherish and keep alive. You do well, Mr. President, thus each year through your Founder's Day to bring anew to the youth of South Carolina the lessons that may be got from the life and example of Samuel Lander.

The surviving influence of a good man is a sort of earthly immortality, "the actions of the just smell sweet and blossom in the dust"; and the spirits of the good and great of the earth make up the choir invisible that calls us with divine voices and bids us to live worthily and for worthy ends these human lives of ours. The good that is in all men's lives should not be buried with them, but so far as possible should be conserved and transmitted to those who come after them, thus handed on from the age that is past to the ages that are waiting before. This conservation of moral and spiritual energy it is the peculiar function of an institution of learning to promote. And when an individual man has been conspicuous for his services in good causes he ought to be singled out for distinction and his shining example

thus made to carry far and reach many who never knew him in life. The name and fame of the good and great thus become a precious spiritual asset of the race. The name and example of Samuel Lander form one of the most valuable assets of this College, and so I say the College does well in its efforts to perpetuate these and make them widely effective for good in this commonwealth. This is not a vain attempt to honor the dead—that would be futile indeed—but it is to conserve the good in the past and make it useful in the present and the future.

For this occasion then it has seemed to me fitting to speak of this conservation of what is good in the past, this holding on to our inheritance from the past, which I have praised, but which is only good when it is checked by a desire for improvement, touched by the spirit of progress. Mere adoration of the past may become blind idolatry and be no better than the ancestor worship of the Shinto religion of Japan. Conservatism that is an unyielding adherence to the established order of things and against all change is a barrier to progress, just as revolutionary progress that breaks with all the past is a disturbing force in every civilization. What are the proper proportions of conservatism and progress that constitute wisdom in the conduct of our lives?

As Edmund Burke has pointed out, the idea of inheritance furnishes a sure principle of conservatism. And this analogy between our well known doctrine of inheritance and a wise conservatism I ask you to consider. By our law a son inherits property from his father. He holds the property, uses it, and if he be wise improves it and transmits it to succeeding generations. Thus he looks backward to his ancestors and forward to posterity, at the same time being true to both and also true to himself. The doctrine of inheritance does not exclude the principle of improvement, it implies it; it leaves acquisition free, as Burke said, but it secures what has been acquired. This then is the true principle of conservatism: hold on to the inheritance from the past but keep free to improve it and transmit it to posterity bettered by each generation.

Again, the child inherits body, mind, and in part the precious gift of character. These native gifts should be accepted and cherished, and the older we grow the more highly we think of the powers with which we were born. But these gifts should not only be cherished, they should be used and developed. To lay up one's talents in a napkin is against natural and moral law. An unused talent is not a talent, it is a millstone about the neck. The individual must go forward or backward. To be as good as our fathers we must be better. The world moves and we cannot stand still. We must make our contribution—to the life of the world if we will—if not to its death. So it is the duty of each generation while holding on piously to the heritage of the ages at the same time to make its contribution to the common stock of knowledge, experience and equipment that make up the improved inheritance of the future.

This is the wise method of nature. Change should always be gradual and slow, growing out of the past and into the future. Thus in every stage of human development there would be nothing wholly novel and nothing wholly obsolete; organized society in all its forms and with all its institutions would be a sort of family inheritance; and all fit and confederated with themselves. By this process the bad would be constantly eliminated and the good from whatever source constantly introduced. Only by this way of conservative progress can nations travel to prosperity and peace. Spain, once the proudest and most prosperous nation of Europe, by force and persecution for centuries beat back all change and so thwarted all progress. The result has been stagnation and national decay. The French Revolutionists, on the other hand, cut loose from the past and attempted to build anew a civilization that had no basis in the ancient regime. They so staggered the French nation that it has not yet recovered from the shock. In the whirlwind of revolution they sought to build a house that had no foundation. Spain typifies for us false conservatism and France radical change. Both were wrong. Spain tried to stand still, forgetting that time itself, as Lord Bacon said, is

the greatest innovator and time in its course alters things; and it is as bad to be behind the time as to be ahead of the time. In either case the time will be out of joint for the nation. This is the meaning of Bacon's famous saying that a froward retention of custom is as turbulent a thing as an innovation. Conservatism may thus become, as it has often become, as disturbing an element in society as radicalism. One is too far behind, the other too far ahead, and neither is of a piece with the age. Spain did not adapt itself to changing conditions and so became the laggard nation of Europe. The French Revolutionists found French society constituted in a way that was wholly displeasing to them. Instead of seeking to reform, they overthrew; instead of using the materials of their country which nature and their history supplied them, they demolished the whole social structure and tried to build up in its place one that to them seemed ideally good but one that was completely divorced from the past of France. The wisdom to preserve and the ability to improve they did not possess. They were vulgar iconoclasts, rude destroyers in the "house of have." A great and enduring nation cannot be built up so, but must be built on a long historic past. Civilization is not a forced growth or manufactured product, but a natural growth, a development, and the development must be along lines of its own and not made to form itself on some wholly extraneous model. Any other conception of national progress rests upon inexperience and ignorance. This method must be slow, but it is sure and any other method is against nature and against all experience, and is perilous in the undertaking. Reformers need patience. They should imitate nature in her methods and in her patience; for nature with her great patient ways "shames hasty little man."

France and Spain represent radicalism and excessive conservatism not only in their theories of government but as well in their attitude towards religion. The revolutionists would not only dethrone the king, but they would dethrone God. Here again they broke with the past. The ultimate value of religion to humanity is shown by the appearance of religion

everywhere. Atheism like radical socialism in government flies in the face of all history, and is therefore presumptively wrong. Whatever has long existed and been felt to be an essential and elemental part of man's life must be presumed to have a reason for its existence. Any proposal to change, for this reason, ought to be closely scrutinized. Wise men will be true to their inheritance from the past. But atheism is not only against our reason, it is against our instincts, and if the teaching of history goes for anything, without religion no nation can long endure. Spain, on the contrary, held childishly to its religious inheritance from the past and refused to allow it to be touched by the spirit of progress, which is a part of all healthy human life—religious and every other sort. They starved their religion almost to death; and it has persisted, to be sure, but as a shriveled infant with the grotesquely ancient face and the low vitality of personified old age.

Likewise each individual, if he be wise, accepts a large share in the accumulated experiences of mankind, and works out his destiny in good part with reference to the time and place in which he finds himself. He cannot create the materials with which he must work, he can only use them, they are gifts of nature and history, that is of providence. Corresponding to mediæval Spain and revolutionary France, men divide themselves into two classes, conservatives and radicals; and in neither class is found the highest wisdom. Let me illustrate from a sad chapter in American history. From 1830 to 1860 our Southern political leaders were too conservative, the moulders of public opinion in the North too radical. Calhoun stood for a strict interpretation of the constitution; he was true to the past; and the logical validity of his position is generally conceded by competent historians today. But the environment in which he and his younger contemporaries lived prevented a growth in them of the national feeling which circumstances fostered in other parts of the country; and so while historically correct they were put into the wrong by the logic of events.

The civilization of the nineteenth century was against the institution of slavery and the institution of slavery was against the civilization of the nineteenth century. We all know this

now; and we all rejoice at the issue of the civil war, although in the conflict of arms we lost. But our leaders of those days, living in an atmosphere colored by the institution of slavery and tempered by a conservative view of the constitution, did not keep pace with the innovations of time, with the progress of ongoing events. And so they fell out of line with the age. Again, a froward retention of custom, that is, ultra-conservatism, was as turbulent a thing as innovation, that is, radical change. And Garrison, Phillips, and the New England abolitionists were the radicals who broke with the past and became the victims of fixed ideas. They were essentially revolutionists and to make their ideas prevail they were willing to destroy the constitution and overthrow the government. "Extremes in nature equal ends produce." The ultra-conservatives and the extreme radicals were alike disturbing elements. The extremists on both sides went on; and soon there was war and death and mourning in the land. But the extremists did not have their way. The wise leaders of the people, forever gloriously typified by Abraham Lincoln and Robert E. Lee, were able through storm and blood to guide the ship of state to its true goal. The government was preserved, the constitution in its main essentials was saved, some of the evils of our civilization were eliminated, and our government went and still goes on to fulfill its glorious mission among the nations of the earth.

I have thus indicated at some length through the analogy of inheritance what seems to me to be the spirit in which a man or a nation should seek to promote individual or national progress. But what is progress? My conception of progress may, I think, be inferred from the principle of conservatism which I have defended. If a wise conservatism means the keeping of all that is good in our inheritance from the past, then true progress is the using of this inheritance not in a spirit of blind adherence to the past but with the purpose to improve wherever certain improvement is possible. We may improve upon our inheritance from the past through the introduction of new principles and new elements, and through making advances over what has gone before in knowledge or in the methods of

doing things by studying what has been and what is in order to mould known principles and elements into new and higher forms. As thus understood progress is another name for normal and healthy growth; that is, development out of existing conditions into something unmistakably better. I would define progress then as the growth out of existing conditions into something unmistakably better. In the first place progress means growth. In this world failure to grow or cessation in growth, which scientists call arrested development, leads straight to stagnation and death. Witness Spain and many communities and individuals that we are familiar with.

This growth to be normal and healthy must be a growth out of existing conditions; it must be the fruitage of a well established past, it must be the flower of experience. Any other so-called progress produces half-baked radicals that run amuck up and down the earth, that fit nowhere and are fit for nothing, veritable Ishmaelites whose hand is against every man and every man's hand against them, and who for the peace of society might well be driven into the wilderness with their mother, the Hagar of confusion and every evil work. Here belong the French Revolutionist, the wild atheist, the fiery-eyed anarchist and nihilist.

In the third place, to be progress the change must be into something unmistakably better. And here much of our so-called progress fails. All forms of progress are alike in this, that they are all modes of change. Progress always implies change, but change does not always mean improvement. Change in itself is not necessarily a good thing. Our inherited institutions, beliefs and customs ought to be kept intact, except in so far as they can be improved. An inordinate love of novelty and an itching newfangledness produce giddy and superficial character. A great structure must rest upon a stable and enduring foundation.

Another reason why we should be cautious in making changes may be inferred from Herbert Spencer's well known law of evolution: Every active force produces more than one change—every cause produces more than one effect. This

scientific law of progress appears to hold everywhere; and it seems often to happen that the resultant effects are some good and some bad. The growth of civilization itself is not an un-mixed good. We are all familiar with manifold evils of civilization, and some of them would seem to be inherent evils and not excrescences that may be sloughed off with the further growth of civilization, just as according to Macaulay the remedy for the abuse of liberty is not less of it but more. With the refinements of civilization men seem inevitably to lose certain rugged and masculine qualities without which the strongest men are impossible. In the physical conditions of life enormous advances have been made in modern times. The chances for men to live wholesome and happy lives are greatly improved; and yet suicide is on the increase, while lunacy is becoming ominously more common in all civilized countries. This last malady may not be due to factors in modern civilization that breed disorders in the brain, but may be accounted for in part by the abuse of intoxicants, and a ray of hope lies in the fact that this abuse seems now to be rather decreasing than increasing. The facilities for education and opportunities to read good books are greater now than ever before. But there has not been a corresponding increase in the love of truth and the courage to defend it, or in consummate literary and artistic creations. It is now long since the English race produced a Chaucer or a Shakspere. In the essentials of worthy living it would be difficult to prove that we are superior to the Hebrews or the Greeks. We have better opportunities, but are we making better use of them and does life mean more to a gifted man today than it meant to Homer or to Dante? Each gain shows a corresponding loss and every virtue has its defect.

So complex are the phenomena of advancing civilization that it is hard to prove to one who doubts it, that there has really been any progress at all. But normal Americans are optimists and I feel that we are justified in the belief that despite the fact that wherever we find advances in truth and virtue, we at the same time find men committing the oldest sins the newest.

kinds of ways, yet on the whole the trend has been upward and men are moving forward towards an ever-increasing light. But if all change is so beset with dangers and if progress itself may seem almost a doubtful good, we should be very careful to hold tight to the fundamentals and adopt change only when it clearly leads to genuine progress and certain human betterment.

How has this moderate degree of progress been attained and how may continued progress of the race be attained? Progress is never an accident and it is never a blind onward movement that has no sufficient cause and no intelligible explanation. The world only grows better even in the moderate degree in which it does grow better, because people wish it to be better and take the right steps to make it better. Man is himself the agent of all his improvement. As John Morley has said, "Society can only pursue its normal course by means of a certain progression of changes, and these changes can only be initiated by individuals or very small groups of individuals." And these changes should be well considered, gradual, slow, and I need hardly add, I think much less radical than Mr. Morley would often have them to be; but it is true that these changes must all come in the future, as they have all come in the past, through individual initiative and individual effort. This is the doctrine of individual responsibility that needs always to be enforced. The individual cannot safely lose himself in the mass. Each one is solely responsible for himself, his thinking and his conduct. We have in history inspiring examples of what single men have been able unaided to do, such as Saint Paul, Luther, to name men of a different kind, Aristotle and Newton and hosts of others.

But how is the individual man to project himself into society and make his influence weigh down the scales on the side of progress? This can only be done through ideas and never through force. "Believe and be baptized or I'll cut your head off," is the slogan of progress that comes down to us from out the dark ages. But the use of the lash or the pillory even in the cause of truth and progress is a relic of paganism. All they

that take the sword shall perish with the sword. This does not imply that we are not to combat error. We are to resist evil to the utmost of our ability, but the effort is to be made in ways that will do permanent good. We cannot force men to be good or to accept our view of things; we must convince and persuade them. It is our duty to smash error in every way consistent with the doctrine of liberty. This requires the more patience because liberty is, as we all know, everywhere abused. But after all, the world will on the whole gain by liberty; for without it virtue could not exist. It ought, however, forever to be insisted that true liberty implies wisdom and justice.

We must convince the minds and appeal to the hearts of men, for nothing but opinion and sentiment can effect great permanent changes in a people. To change the complexion of a civilization there must be a slow gradual change in public opinion. By public opinion I mean the conscious and unconscious thinking of men about duty and conduct, and the embodiment of this thinking in prevalent ideals of life in such a way as to shape the collective and individual character of a whole people. To be effective for good this public opinion must be intelligent, fearless and free. And this honest, robust, wholesome public opinion can only grow in an atmosphere of liberty and perfect freedom of speech. The minds of men must be absolutely free to accept truth and defend it without the possibility of coercion or persecution.

The function of the reformer and the duty of every wise man then is simply this: to discover the truth and by every means consistent with the doctrine of liberty to make the truth prevail. The disclosure of truth and the embodiment of it in the life of men and in the shaping of institutions is the record and formula of civilization everywhere. This discovery and practical application of truth has been distressingly slow; and the gradual ascent of man has been a perpetual travail. And in a sense each generation and for that matter each man must discover the truth anew. Truth in itself is an entity, yet we can only know it in its applications, that is as we ourselves are related to it. It therefore can not be passed along from indi-

vidual to individual and from generation to generation. It only breaks through the clouds of surrounding darkness as individuals from age to age have the vision to see it and the enthusiasm for humanity to proclaim it.

This discovered truth in another view of it may be regarded as a seed. Plant it in the minds of men, it germinates, grows, bears fruit, some thirty fold, some an hundred fold. The man who has long views, who discovers truth, who plants it, and patiently waits for the harvest, is the wise man; and happy is the age or nation that has such men, for as the Hebrew proverb puts it, where there is no vision the people perish.

This patient waiting for the harvest often calls upon us to allow the wheat and tares to grow together, it is in a sense a toleration of evil. But there is no utility of error. All truth is wholesome, all falsehood is hurtful. It is never right to do evil that good may come of it. While error then must never be accepted as good yet it may be and often is necessary to wait to strike it down, and we must be careful not to do good in a way that evil will come of it. I ask you to consider why it is that a religious age is always followed by irreligion, a generation of inspired and imaginative poets by an age of prose and reason, an era of prosperity by depression. Is not this ebb and flow in human history, which every student has remarked, due to the tyranny of the majority, to the tendency at these flood tide periods for the men and styles that dominate the era to force everything their way and to whip all recalcitrants into line, with a consequent reaction in the opposite direction? Is not human nature so constituted that the tyranny of the majority will always lead to reaction or to revolution? And is it not true that all reforms promoted by force and not by ideas have done far more harm than good? If you get from your study of history the answer to these questions that I have got then it is always foolish and even wicked to attempt to run rough shod over the judgment or to bully the moral sense of mankind. For good people, for men and perhaps especially for women, this seems to be the hardest of all lessons to learn.

Of the general principles of which I have tried to enunciate

let me make three applications pertinent to this occasion. I have said that in the name and example of Samuel Lander, your founder, you have a precious spiritual asset. How shall this be used? Shall it be kept as an institutional heirloom in your college parlors? Then it would be a mere spiritual adornment of the place. Shall it be erected into a household god and invoked at all times of crisis and hesitancy? This would be ancestor worship indeed and all worship of the finite is limiting and narrowing in its effects. Portia (in the Merchant of Venice) said, "The will of a living daughter is curbed by the will of a dead father." It might well happen that the will of a living college should be curbed by the will of a dead founder. It has happened that the founder of a college has hung his own personality about the college like a body of death. We have an ever memorable example of this in Thomas Jefferson and the University of Virginia. In this way the memory of a kindly benevolent man, by a strange perversion of piety may be turned into an unyielding barrier to all progress. This is the ultra-conservative, unwise use of the heritage of personality. Your founder, I hope, has left an enduring stamp on this institution; but if it is to be a perpetual blessing here the influence must be liberating and inspiring rather than narrowing and deadening. Cherish his spirit and be led by it, but do not sit down by his achievement as a finality. No actual achievement in this imperfect world is ever final. The reach of all true men exceeds their grasps, and their work, however thorough, is only a beginning, to be carried on by others who must be as free in their efforts as were those who went before. A great college is a storehouse for this continuity of effort and perpetuity of influence, and it is a privilege to give one's self or one's money in the service of an institution that endures and continues to do good long after the founders and builders have ceased to work.

Shall the one-study plan be kept or abandoned by this College? This is a question to be settled entirely on its merits. To take the ground that the system must be retained at all hazards because it is a sacred inheritance would be hurtful con-

servatism. To take the ground that it must be changed for the sake of change and without valid reasons would be foolish radicalism. Here, again, your heritage should be used, improved, and transmitted. And this illustration may serve to indicate the spirit in which I think you should use it.

For two things at least Dr. Lander deserves to be remembered by everybody who is interested in true education: he made his college stand for essential womanliness and for honesty and thoroughness of work. Southern colleges for women have for the most part been little more than repositories for music, art, and a general assortment of amateurish intellectual bric-a-brac, amid the glittering tinsel of which it was well nigh impossible to tell gilt from gold or gingerbread from common sense. So far as I know the old Williamston Female College was a pioneer among Southern colleges for women in the handling of solid intellectual wares. The battle for plain, straightforward honesty in education has not been completely won, and the man who started the fight in a part of the field where it was most urgently needed ought to be remembered with gratitude. With straightforward honesty at the basis of the education of young women, Dr. Lander put at the top an ideal of essential womanliness. The battle for this last is not nearly won and it is vastly important; for we must all feel that intellectual callowness is a poor substitute for genuine womanhood.

I have pointed out two important contributions made by this College to the education of women, and by this bridge I wish to pass to the second practical application. How may this college walk in the ways of conservative progress? By discovering the good that is here, by keeping it, whether it be just like what is approved somewhere else or not, by improving it, and to improve it let no one of you ever be afraid to look your own conditions squarely in the face, to study them dispassionately in connection with what has been done elsewhere in the world, to hold to what is best in your institution, and have no fear to adopt from others what is better than your own, provided you are sure it will be better for you. No strong college and no strong people ever slavishly imitated others.

But the fear of following others in things that are better than one's own is as weak and foolish as is slavish imitation. We are justly proud of many things in Southern civilization and of the peculiar type of Southern character, especially are we proud of our Southern women; and it is to be hoped that these best things may be always kept, and that our colleges for women may ever be congenial homes for the best traditions of Southern womanhood.

And in abandoning these particular traditions we ought to be very slow. The superiority of women lies in their intuition, and that comes from an inheritance of a large share in the accumulated experience of mankind. Wise women have always been and I believe ought always to be very conservative. If men should primarily seek ideas, women should rely on their instincts; if the first duty of men is to promote progress, women should cling to conservatism. The new woman, in any essential sense of those two words, is a monstrosity. A revolutionary woman would be the most contemptible if it were not the most pitiable spectacle in the world.

I do not mean thus to shut the door of progress in the face of women, or to flatter them by an implication that they are perfect. Every daughter as well as every son of man should strive after self-improvement. Your women, too, should seek to walk the ways of conservative progress, but I beseech you to put the emphasis on the word conservative. Keep the finest and best things that have been won for you out of the ages of the past. For a little bauble of progress do not, like the base Indian, throw a pearl away richer than all his tribe. Despite all the noisy fads of the hour let this college cast her anchors here! And let her also be steadfast in her old faith in honest, unpretentious work, always convinced that truth is too great a thing to be tampered with but is to be sought after in true humility and without any tooting of trumpets.

As a last application of the principles we have been considering let us turn to present conditions in South Carolina. South Carolina as we know it today is the product of a long and creditable past. Until something more than half a century ago

this was a progressive and prosperous State, then came the cataclysm of civil war, after which the nightmare of reconstruction, followed by the tedious years of convalescence, and, now, thank heaven, by a revival of prosperity and hope. From the nature of things then our growth has not been a natural or normal growth and it follows therefore that the growth has not been and could not be in all respects wholesome. Without praise or blame for the past or the present, the living or dead, let us for a few moments as fellow citizens intensely interested in the welfare of our State (for I was originally born in this State, as the Plymouth orator said)—let us look our conditions squarely in the face, determined to cherish what is good in our civilization, hold fast to it, improve it and hand it on to those who come after us.

What in South Carolina today should be the attitude towards practical questions of government and political parties of one who has no relations to politics other than those of an intelligent and interested citizen? Causes perfectly well known to us all have produced here one great political party and one dominant school of thinking. This is our political inheritance; we should use it conservatively, and from our traditional position should make no departure unless we are convinced that we are moving towards something unmistakably better. But are not intelligent and patriotic men when making up their minds how to vote coming more and more to ask what will be best for us and our section, rather than settle questions off-hand in obedience to ancient sentiment? This abandonment of old issues, this burying of whatever is dead in the past, and the replacing of these old issues with candid searching after what is best for us and our section, would bring open argument and free discussion about business interests, politics, questions of our history, and all other matters of debate. There would be no toleration for the attempt to hush men's voices, as if by silence any defect in our society or limitation in our civic or social order might be overlooked. Wrong always needs exposure; for the more it is covered the more it festers. Perfect liberty and freedom of speech is the safeguard of a

democracy. Before we can prosper as we should we must free ourselves from every vestige of political dishonesty and unfairness at the polls, and from all attempt through abuse, through social ostracism, or through any other means, to brow-beat others into our way of thinking. We must come to vote as we think, without regard to the opinions of others and without regard to any consequences that may come to us through registering at the polls our real convictions on local and national questions.

In the prohibition movement that is agitating the people at this moment the voters of South Carolina have for the first time in many years the opportunity to consider and to cast their ballots on a large non-partisan question of governmental policy. This discussion should be carried on in a calm, intelligent way, until the time is ripe, and I believe it is about ripe now, then it should be settled not by legislature enactment, but the question of State prohibition should be submitted to a direct vote of the people. Let the election be perfectly fair and square; let everybody abide by the decision of the majority; and let the laws be strictly enforced. This is the democratic and the wise way to settle all governmental questions. I look to see the question disposed of in this manner, as it has just been decided to settle the question in North Carolina; and I hope that in both States the discussion and the election may be conducted in such a way as to become a model for all future political discussions and popular elections.

Most well informed men now concede that we are right in our main positions with reference to the negro question. The races should be completely segregated as they have always been and will always be in the South; and the illiterate negro should be disfranchised. These points are forever settled. And these are contributions the South has already made towards the settlement of this difficult problem. But there are other phases of it not yet settled. With these two most important phases of the question settled and the outside world at last virtually conceding the righteousness of the Southern position, we are now more than ever called on in our treatment of this

unfortunate people to observe the great principles of right and justice. And some of us have at times forgotten that we must do justly and love mercy, or else we shall be more injured than are those we oppress; for as Emerson says in his Boston Hymn, "Forever the slave is owner and forever the victim is victor." This is a phase of the question that is not pondered as it should be. It is one of the great and inevitable wrongs that the presence here of the negro is doing the dominant race. The problem is not so much what to do to elevate the inferior race as it is to save the whites from the blighting influences of narrow-mindedness, intolerance, and injustice. Through no special fault of ours and through no fault of his own this hapless child of evil destiny has planted in the heart of our young republic the ancient curse he bears. Turn where we may, we see it; go where we will we cannot escape it. And yet I have here nothing to say directly about this so-called negro problem, because I am more and more convinced that the surest and quickest way to settle this stupendous question is through the education of the white race, through leading the great masses of them into enlightened manhood, justice and right.

What shall be our attitude towards that material progress which is the most impressive fact in the South Carolina of our time? Shall we take the reactionary position that it is to be hampered and hindered as far as we are able; and through the leadership of demagogues shall the masses be arrayed against the classes and railroad and manufacturing enterprises be harrassed at every step? Or shall we on the other hand go over bag and baggage to the camp of Mammon and become grossly materialized? If as a State we assume the first attitude we shall always be a poor, cheap, and disgruntled people. If we assume the second attitude we may look for an era of gross materialism which will be a worse foe to true and noble living than ignorance and poverty have been.

Let me sum up our inheritance from the past. Our membership in the English race has given this people an inalienable right to the old Anglo-Saxon stability of character, sobriety of judgment, and eager desire to live human life for the

highest ends—fine qualities that have illumined like stars the long annals of the English race. American citizenship entitles us to the American turn for practical affairs, to the sleepless energy, resourcefulness, and power to bring things to pass, which applied to the building up of a new country here have made ours the richest nation in the world. Our ancestral religion, which derives ultimately from the Hebrews, reinforced by the Protestant Reformation, Elizabethan Puritanism, eighteenth century revivalism, and our Southern conservative clinging to the essentials of Christianity, has through all the years kept alive here a feeling after God and unearthly things that has saved men from materialism and flat despair. As English-Americans we speak the tongue that Shakspeare spoke, and we are the heirs of a literature that has ennobled and glorified mankind forever. As South Carolinians we justly inherit the old Southerners' sense of individual liberty, their graces of character, the graciousness of their manners, their fine hospitality and good fellowship, that bred the manly men and womanly women of the old school.

How shall we use this fivefold heritage? By cherishing it and holding on to these best things that have come down to us from the past, and in the spirit of true conservative progress by embodying in our actual life and character the chief lessons taught us in the history of our race. The first two of these great lessons of our history would make us feel that life is worth while, that it pays to struggle to be the noblest we can be, that—

"This rage is right in the main,
That acquiescence vain."

The third would make us modest, patient, humble, would cause us to bow our heads in silence before the awful mysteries of life and death, and would lead us to seek diligently with tears for every help human and divine to guide us through this wilderness of the world. The fourth would make us more in love with all that is good and beautiful, would make us sacredly to dedicate ourselves to the finer

things of the mind and of the spirit. The fifth would make perpetual among us the graciousness, the hospitality, the beauty and the purity of the social life, which were the best characteristics of the old order in the South. If we could make widely effective in South Carolina today the great lessons of our history we should yet have in this dear old State the fullest, richest, and sweetest life ever lived in the world.

Our immediate ancestors, even where they failed, failed bravely, and left us a magnificent heritage of heroism, fine self-sacrifice, and high devotion to the right as they saw it. We ourselves have fallen upon times rich in promise and full of hope. With a past like theirs and a future like ours, right thinking and patriotic Southern men ought to remain here and work here even if sometimes at considerable cost of opportunity and ambition. The happiest men have always been those who have worked under a great inspiration; and it is a happy privilege to spend oneself in the service of an undying cause in which one believes with the whole heart.

We of this generation of Southern men and women ought to be inspired with the belief that for us "life is a great and noble calling; not a mean and grovelling thing, that we are to shuffle through as we can, but an elevated and lofty destiny."

THE SKETCH***The Characteristic School Methods of Dr. Samuel Lander***

BY A STUDENT OF '93.

In every age and every undertaking there have been a few men gifted with prophetic vision,—men who have seen the needs of the time and dreamed dreams of relieving them. The few who have been practical enough to carry these dreams into execution, we call great. Such a one was he of sacred memory, Samuel Lander. On the hill-tops he saw the light and truth while his fellow-teachers—dwellers in the valley—labored on conscious of the suffocating limitations of present educational methods, yet seemingly unable to find relief. Here he pointed the way. In educational matters he was far ahead of his time,—a disadvantage, for it always leads one to be misunderstood. This has been the common lot of great men. Pestalozzi had a hard struggle to establish his pedagogical ideas; Froebel died before his kindergarten system was accepted by the world.

There were two chief points which differentiated Dr. Lander as a teacher: The first was the insistence on unusual thoroughness, and this was secured and emphasized by requiring a constant review of the elementary branches. The second was the plan of concentrated study or taking up one principal branch at a time. The discussion of these two matters will chiefly occupy this paper.

When Dr. Lander came to South Carolina the standard of scholarship—in girls' colleges, at least—was lamentably low. In some schools, a girl could get her diploma with but little effort. Her classification sometimes depended on the amount of money her father had or the length of time she was willing to stay in college. It seems incredible in the light of modern times that such things were true about thirty years ago. Yet such was the case. This and much more passed under the eye of Dr. Lander, and those who know the intense honesty and wonderful accuracy of his mental, moral, and spiritual life can well imagine how his soul chafed under the prevailing

conditions. He realized that things must be changed. From the opening of his school at Williamston he determined to have things different. He insisted that a student should know reasonably well each study before being allowed to pass. This was not the most popular method, and many, many students left his school in order to find a place where the requirements were not so strict.

Dr. Lander saw, too, what is generally recognized, that nearly always there were girls who had done work in higher mathematics who were deficient in arithmetic. There were those who could read Caesar, but who could neither speak nor write their native English without committing a capital offense. To remedy this defect, he required a review of all the elementary branches, parallel with the major studies. The principal idea in his mind was to secure a thorough mastery of the foundation studies. Incidentally a great advantage follows in the preparation for teaching, which so soon comes after the close of a girl's school-days. By this method she is well up on the branches which she will likely be first called upon to teach. She may never have classes in the higher branches of mathematics and physical science, but she will have to teach arithmetic, geography, etc. A few months ago a very popular and successful teacher remarked that Dr. Lander was fifty years ahead of his time in the introduction of this idea. Now it is no unusual thing for the senior class in other colleges to give a short time to a hasty review of these elementary branches.

By insisting bravely upon thoroughness in school work, Dr. Lander helped to elevate the standard of scholarship in the State. Indeed, his gentle, quiet spirit had a far greater effect in this matter than he dared dream. And now the old method of letting a girl slip through a class is, we trust, not tolerated anywhere.

The second point of Dr. Lander's teaching system was the *Concentrated Study Plan*—long improperly called the *One-Study Plan*. In brief it is as follows:

The college year is divided into seven sections of five weeks

each. The main body of the school devote themselves to the same branch of study throughout one section. For instance, one section is given to mathematics: During that time each student makes two recitations a day in algebra, geometry, trigonometry or surveying, and one in the parallel minor, arithmetic. At the end of the five weeks examinations are held, reports are filed, promotions are announced, and another department is taken up. The second section may be given to language. In that case all the students are studying Latin or French, or German, with a review of English grammar as a minor. In the physical science section a pupil will find her place in either elementary or advanced botany, physiology, physics, astronomy, or chemistry, with geography as a minor. In the belles-lettres section the classes are rhetoric, American literature, English literature, logic, psychology, pedagogy, and ethics, with history as the parallel or minor. These are the principal studies. But, in addition, the students have exercise in written spelling, English, penmanship, chorus, sight-singing, physical culture, and Bible. Throughout the year, these with parallel readings give sufficient diversion without distraction.

Dr. Lander was led to devise this system because of the fact which every teacher—nay more, every parent, knows,—the fact that endowments differ. Here is a student, keen in mathematics, but indifferent to language. There, one gracefully expressing her mother tongue, is blind to the unfolding of science. Put these severally minded into a class or grade and despair reigns. The dull-witted and brilliant work at cross purposes, and each is a drawback to the other. This plan enables each student to find her proper place in any department of study.

In the year 1877 Dr. Lander became convinced that the plan he had conceived was right. He conferred with Bishop Wightman, once President of Wofford College, and other educators, who all agreed that the method in common use was faulty. They counseled him, however, that the new scheme would not be understood at first and that it might bring finan-

cial loss. That meant nothing to a man who believed in doing what he thought was right. He wrote to his directors and patrons explaining his proposed plan and asking their consent to make the experiment. Consent was freely given, their concurrent opinion being that it would be a good thing. One or two did not fail to warn him that it would not be popular because of the overturning of methods "handed down from the middle ages" and because of the lack of a well-informed public.

The test was made. As the year passed a vote of the girls was taken. Only one dissenting voice was raised against the new plan and by the end of the term that lone dissenter had joined in the chorus of approval. The girls realized that they could master a lesson more readily and thoroughly when their minds were free from the intrusion of other difficult studies. Their strength and health were not overtaxed as had sometimes been the case in the effort to study several difficult books at the same time. By actual measurement the students did more work in their text books than ever before. Those who had a natural aptitude for mathematics forged rapidly ahead and did much more than if they had been held in leash by the girls who just "despised" mathematics. While the slow-going sister, finding, as it were, her level, and losing the discouragements of more brilliant achievement, plucked up heart and bestirred herself. This applied to each department,—language, belles-lettres, and science.

Now, having before us the historical incidents connected with the birth of the concentrated-study plan, it may be well to mention some of the practical benefits:

1. It tends to produce the well-rounded scholar. We may like Latin; for us, then, the five weeks devoted to its study are a joy and delight. But to save us from being one-sided there comes along the section devoted to mathematics, and we are presently adding new stores to our fund of knowledge—a mind unhampered by other subjects facilitating our acquirement in no small degree. Take the instance of the student before noted, who "despises" mathematics. Under the

old plan, there was tremendous temptation, which few withstood, to devote the time to a favorite study to the neglect of the uncongenial ones. In the concentrated-study plan there is no such refuge, and the student must do the work in hand. Pretty soon a degree of success is attained and unsuspected ability is elicited, and with the mastery of a formerly distasteful subject actual fondness ripens.

2. Another benefit is the promotion of students by subjects, which is one great need of our modern graded school system. In a recent number of the *Journal of Education*, President Elliott, of Harvard, a man noted for erudition and wise counsels, is quoted as saying it is "High time the American schools promoted by subjects instead of by the year or the half-year." There are doubtless in this hall parents whose children have been repeatedly kept back in one grade because of failure to pass in only one study. With Dr. Lander's plan such a thing never occurs.

3. In this age of hurry and "time-is-money" ideas, specialization and time-savers of whatever kind are eagerly sought. The time saved is the *crux* of benefits derived from this system. Under its operation, a student may complete the prescribed course at the end of any five weeks. There is on record a graduate who had accepted a position upon her graduation in early spring. During the summer she reported enough money made in those months to pay her indebtedness to the college, take her to a summer school and provide for her needs till the re-opening of her school in the autumn. This example may be multiplied over and over. Thus, owing *solely* to the *Concentrated Study Plan*, we have the student in the capacity of a money-maker instead of a money-spender. What other plan of education confers such two-fold benefit!

4. Then, observe the *flexibility* of this Concentrated Study Plan—a student may fall ill, may be obliged to leave the institution for some reason or other, or may fail to reach the required grade. Does she lose the *whole* year as by the usual scheme? Not so! Only so many sections as she may have missed are lost, and sometimes even these may be made up.

Sometimes a student is detained at home at the opening of the session. In the ordinary college plan she labors under a disadvantage the rest of the year. In the Concentrated Study Plan she may come in at the beginning of any section with no further hurt than the delay of graduation a few weeks instead of twelve months.

5. Another point directly favorable to Dr. Lander's plan is the latitude allowed in the matter of previous educational training. By reason of natural aptitude and previous training, a student presents herself for entrance to college well up in some branches; but poorly prepared in others. It is usual to rate her by her lowest classification; therefore half the year is lost by repeating work which, because of familiarity, ceases to furnish the necessary mental exercise and stimulus.

In passing, it may be noted that the log school house of our fathers was truer to the ideal education of the individual than the present-day graded schools and the hard and fast classification of our colleges!

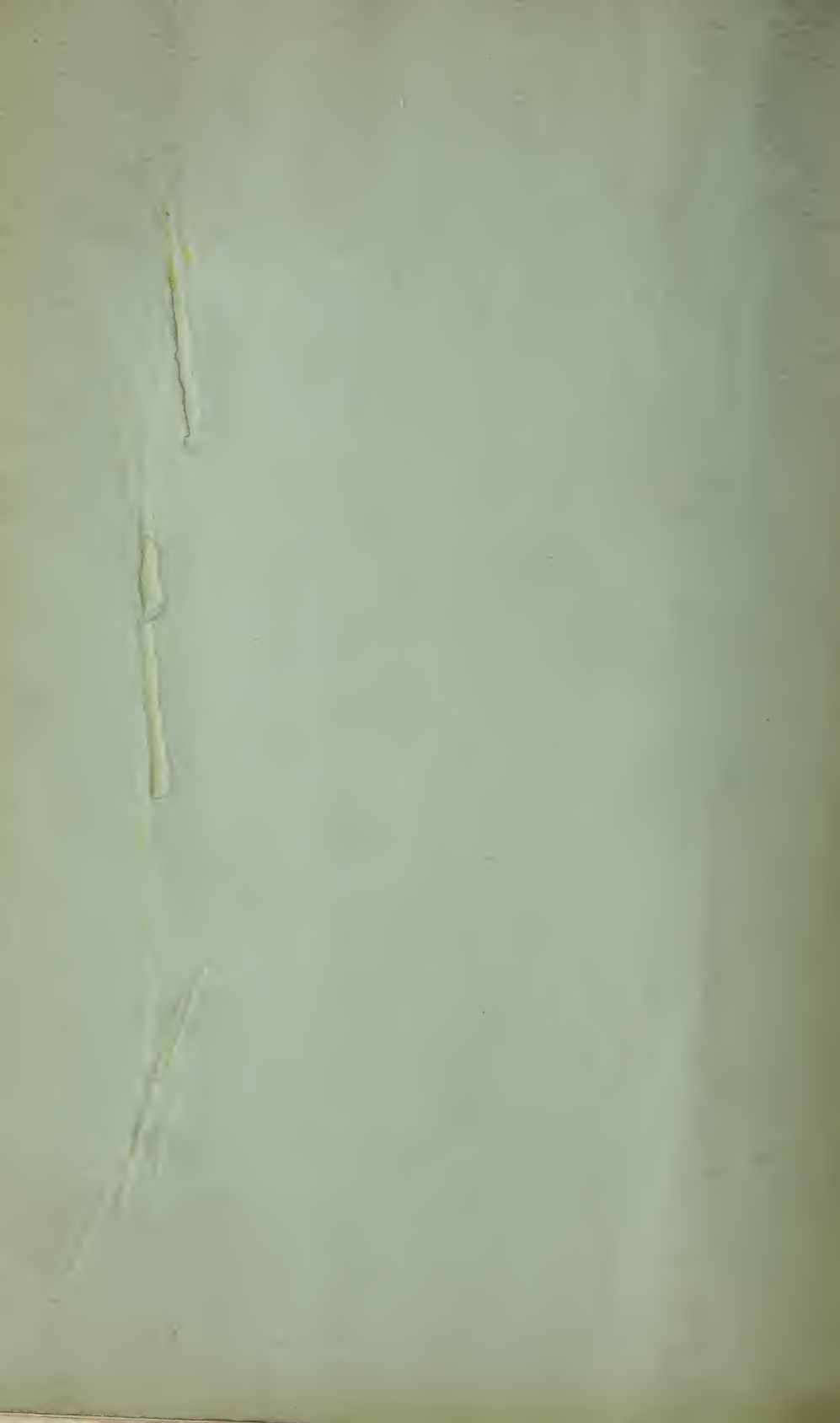
Signs in the sky tell of the coming dawn. There are those within the hearing of this essay who may live to see widely accepted a new method of education,—which, if not the same, will follow closely the plan of Samuel Lander. *Now* the unrest of the masses is being voiced by courageous and eminent educators here and there. Journals of education seethe with disquiet and print strong articles on this burning question.

A recent number of the *World's Work* has a powerful article most aptly titled "*School-Children in Lockstep.*" This is from the pen of the late superintendent of the schools of Elizabeth, N. J. He asserts that individuality—the divinity of the child—is vastly more important than uniformity of tastes, of grading, of ability, of character, or of aspiration. After fifteen years of diligent research, he has yet to find the plan of organization which makes it possible to give full play to that individuality. He speaks of the appalling effect of the old methods in loss of time, money, character; and calls for instant resolution to insist upon an immediate change in the

present-day school system. When the glad day comes—as come it will—let us not fail to remember the star that shone bravely and well before us for two and thirty years—the sweet-souled—the gentle—the far-seeing Samuel Lander!

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LANDER COLLEGE

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APPLICATION FOR ADMISSION

.....19....

To Rev. John O. Willson,
President Lander College:

Dear Sir: Please enroll Miss.....

.....as a student in your college for the
year 1910-11, and reserve a place for her. Should anything arise to
prevent her attendance, due notice will be given on or before Sep-
tember 1st.

Full name

Postoffice

County and State

School attended last

She will take lessons on piano. She will take lessons on violin.

She will take lessons in voice. She will take lesson in art.

She will take lessons in stenography.

Year of last vaccination.....

State of health..... eye sight

The applicant promises to be a diligent student, to obey the rules
of the College, and unless providentially hindered, to stay to the
close of the year.

..... Applicant

I endorse this application and herewith send five dollars.

..... Parent and Guardian.

Have your Superintendent to fill blanks below.

Strike out Lessons on Piano, etc., not to be taken.

Send to REV. JOHN O. WILLSON, Greenwood, S. C.

CERTIFICATE OF SUPERINTENDENT OF LAST SCHOOL

I hereby certify that the above named.....

.....attended my school for the year
19...., and she is entitled to the following study-units:

1. English Units. Book used.....

2. Mathematics Units. Book used.....

3. Science Units. Book used.....

4. History Units. Book used.....

5. Latin Units. Book used.....

6. French Units. Book used.....

7. German Units. Book used.....

Certified this.....day of.....1910

.....Supt. of.....School

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LANDER COLLEGE

(Formerly Williamston Female College)

GREENWOOD, S. C.

Catalogue 1909-1910
and
Announcements 1910-1911

Thirty-Ninth Year
1910-1911

A Safe Home For Young Ladies
Christian Education
Thorough Work

Puritas et Scientia

COLLEGE CALENDAR

- 1910**—September 20, 10 a. m.—College opens.
September 24, 8 p. m.—Welcome to new students.
September 25, 8 p. m.—Opening sermon.
October 11.—Musical Recital by Faculty.
November 24.—Thanksgiving Day.
December 23.—Christmas and New Year Recess begins.
- 1911**—January 3.—School work resumed.
January 30.—Founder's Day.
February 12.—Williamston Day. Class tree planted.
May 27-29.—Commencement.

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MR. J. T. MEDLOCK	

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SAMUEL L. PRINCE, A. B.
Science.

MRS. KATHLEEN L. WILLSON, A. L. B.
Home-Nursing

MISS ELIZABETH ALEXANDER, A. L. B.
History and Philosophy and Physical Culture

MISS M. LOUISE BARBER, A. L. B.
Sub-Collegiate Course

MISS HELENA R. LAWSON, A. L. B., A. M.
Mathematics.

MISS AGNES AMIS, A. B., B. S.
French and German.

MISS ELIZE M. SMITH, A. B.
English

MISS NETTIE M. SAWYER
Voice and Piano.

MISS ANNIE E. AUNSPAUGH
Violin and Piano

CATALOGUE OF

MISS JANET M. BAILEY

Piano

MRS. LEILA B. PRINCE

*Piano*MRS. KATHLEEN L. WILLSON, A. L. B.
*Piano and Sight-Singing*MISS HANNA KEELY, A. B.
Art

Lander College

(FORMERLY WILLIAMSTON FEMALE COLLEGE)

LANDER COLLEGE and its splendid property in the city of Greenwood, South Carolina, belong to the South Carolina Conference of the Methodist Episcopal Church, South. The property is a gift in perpetuity of the citizens of Greenwood and its vicinity. It is rare that such a gift is given to a Church of Christ—at least in our section of the country.

The College is named for the late Rev. Samuel Lander, A. M., D. D., who founded it in the town of Williamston, S. C., on February 12, 1872, and successfully conducted the school for more than thirty-two years, and who arranged, with consent of the Board of Directors, for its removal to Greenwood. It was his life-work, his greatest achievement. For thirty-two years and four months Dr. Lander conducted with distinct success the Williamston Female College, now named *Lander College*. During all these years the Conference, or the Bishop presiding, regularly appointed him to the presidency of the institution. All along he desired the College to belong to the Conference. In 1898 it was received by that body. On December 16, 1904, the valuable property in Greenwood now occupied by us, was offered to our Conference and was accepted on condition that the debt on it be paid in the next two years. By request of all parties concerned, the Conference of 1904 authorized the change of name from Williamston Female College to Lander College, in honor of Dr. Lander, who died July 14, 1904, and who was succeeded by Rev. John O. Willson. The old college under its new name was duly incorporated by the General Assembly of our State in February, 1905. The following is the statute:

AN ACT to Amend the Charter of Incorporation of Williamston Female College, of Greenwood, South Carolina, so as to Change the Name Thereof to Lander College, and so as to Authorize Said College to Confer Degrees.

Section 1. Be it enacted by the General Assembly of the State of South Carolina (a Concurrent Resolution granting leave for the introduction of this Bill first having been adopted by the General Assembly by a two-thirds vote of each House), That the charter of incorporation of Williamston Female College of Greenwood, South Carolina, is hereby amended so as to change the name of said college to Lander College, and the rights, powers and property belonging to Williamston Female College, of Greenwood, South Carolina, are hereby conferred upon Lander College as fully as if the name thereof had not been changed, and all the duties and responsibilities of this college under its former name shall attach to Lander College.

Sec. 2. That Lander College is hereby authorized and empowered, through its Board of Trustees, on recommendation of its Faculty, to confer the usual literary degrees.

Sec. 3. That this Act shall take effect on and immediately after its approval by the Governor, and it shall be deemed a public Act; and all inconsistent Acts and parts of Acts are hereby repealed.

Approved the 21st day of February, A. D. 1905.

On December 3, 1906, the Board of Education of the South Carolina Conference, in its report recommended the following preamble and resolutions:

"Whereas, at the session of the South Carolina Conference of the Methodist Episcopal Church, South, held at Darlington, S. C., in December, 1904, the property occupied by Lander College (then called the Williamston Female College) was tendered to this body and was accepted on condition that the debt due on same be paid in two years;

"And, whereas, the time for said payment has nearly expired, and the debt, while largely reduced, has not been paid in full.

"And, whereas, the value of said property is at market price at least five times the amount remaining due,

"Resolved, That this Conference hereby accept the property occupied by Lander College in the city of Greenwood, S. C., with its unpaid balance of debt; that Rev. R. A. Child, president of the Le-

gal Conference, is hereby authorized to approve the necessary conveyance of said property to this Conference; and that the Board of Trustees to be elected by this body be empowered to take steps necessary to raise money to pay the indebtedness due thereon."

After full discussion, the Conference adopted the preamble and resolutions, and Lander College and its property became as fully the property of said Conference as any of the Conference colleges or institutions and their properties. The Conference elected the following Board of Trustees: A. J. Cauthen, R. W. Barber, M. B. Kelly, J. L. Stokes, P. F. Kilgo, M. W. Hook, W. B. Duncan, G. W. Sullivan, C. A. C. Waller, R. M. Hayes, L. A. Manning, Joseph Sprott, J. S. Connor. These trustees met in Greenwood, December 28, 1906, organized by electing Hon. Geo. W. Sullivan, Chairman, and Rev. A. J. Cauthen, Secretary, and authorized Rev. John O. Willson to raise money to pay the balance of the debt according to his convenience and judgment. The pressure of other duties only permitted the President to visit a few places. The liberality of friends called upon, assured the ultimate success of this effort, but the urgent need of an additional dormitory became so manifest that it was decided to concentrate our endeavors on this enterprise. The Trustees asked authority of Conference to prosecute this new building canvass, and that body granted the request. This is our supreme need and effort today.

New Dormitory

The new dormitory will complete the original plan of our building and will accommodate about eighty students more than we now have room for. The President will canvass in this interest during this summer. By some changes in our building made last summer we can now accommodate one hundred and twenty students, and we had this year a roll of one hundred and twenty-seven boarders. This proves the need of more

room beyond all doubt. We trust our friends will willingly contribute the sum needed.

Transfer From Williamston to Greenwood

The change of the College from Williamston to Greenwood came to pass in this way: In the last month of the year 1902, citizens of Greenwood, S. C., made overtures to Dr. Lander and his Board of Directors, looking to the removal of the College from Williamston to Greenwood. On January 14, 1903, an agreement was reached and articles signed. Several locations in Greenwood were offered and the choice was left to Dr. Lander and his Board. They selected the fine site where our present building stands, and here eighteen and three-tenths acres of land were bought for the College, and our handsome college home was built. On Tuesday, September 27, 1904, the College opened in its new home in Greenwood. In 1907 the Trustees bought four acres in front of our campus, and we now own twenty-two acres of land.

Greenwood

Greenwood is a thriving city of upper South Carolina. Three railways enter this city—the Southern, the Seaboard, and the Charleston and Western Carolina—the latter operated in connection with the Atlantic Coast Line. These great systems give easy communication with the entire State and with all of our great country. Mail facilities are all we wish. Telephone and telegraph lines afford instant correspondence everywhere. Sound banks, fine stores, professional offices, good hotels, live newspapers, cotton and oil mills, and all other enterprises of an up-to-date city are here. The graded schools are admirably conducted. Handsome churches, with able pastors, supply the highest of all service. There is no liquor traffic in Greenwood.

Location

The college grounds are ample and exactly suited to

our purposes. While in plain view of two railways and approached by good streets, our property is off the thoroughfares sufficiently to have safety and quiet. Yet we are within a quarter of a mile of the Methodist, Presbyterian and Baptist churches and less than half a mile from the Protestant Episcopal church. Stores and offices are not half a mile from us. Our physician is within easy reach, and so are the other medical practitioners. We have the advantage of a well-organized city, yet are removed from its dangers.

College Building

Our college building is imposing and handsome. There has been no stint in necessary outlay, nor any waste of money in non-essentials. It is of brick, with stone trimmings, three stories high, two hundred and fifty feet long, with straight corridors ten feet wide, ninety-seven rooms lighted by electricity, heated by steam. There are no winding halls, no dark places and the sun shines in every room. Every bed room has two large windows and a transom. Light and ventilation are abundant. There is not a safer building in the State, nor one better suited for a College home for young women. Sanitary and other conveniences are provided. Not only comfort but substantial luxury has been secured.

Fire Protection

Our fire protection is all we can wish. Fire hose, hand-grenades and chemical fire extinguishers are in every part of the building, and we have fire-escapes besides.

The Auditorium is named "Waller Hall" in honor of Capt. C. A. C. Waller, who was the leading spirit in securing Greenwood's generous contribution for the institution. It can seat twelve hundred people. Class-rooms have been fitted up in the rear of this Hall.

These are thrown open for use as part of the Auditorium when necessary.

The class-rooms, music rooms, art rooms, parlors, society halls, laboratory, and all else are suited to the demands of the work.

Trees, flowers and grasses have been planted in our grounds, and the College Park is fast becoming a scene of beauty.

Six acres of our property are in cultivation and furnish vegetables.

An adjoining dairy farm of forty-five acres is the property of Rev. John O. Willson. On this farm is the herd of Jerseys that supplies us milk.

We have room for one hundred and forty persons. As the officary and faculty reside in the building, there is room for only about one hundred and twenty students; but more have been placed with a little crowding.

Faculty

Our faculty is composed of four men and eleven women, beside the physician, matron, housekeeper, and other helpers, all of whom have been re-elected, some for many years. These teachers have had the advantage of excellent courses of study in prominent colleges, and many of them have attended special schools and most have had large experience in teaching. They are able to do thorough college work. Some will attend University Summer Schools this year. Our officary is worthy to labor with this faculty.

With such a faculty and officary we do not hesitate to promise that teaching and training calculated to the formation of a cultured, Christian womanhood.

Curriculum

Our college course embraces the studies taught in colleges for women in our State, and is as follows: English Language, Literature and Composition,

French, German, Latin, Mathematics, Natural Science, History, Psychology, Ethics, Pedagogy, the Bible, Music, Art, and lectures on Home-making. Lessons in Stenography are given, if as many as four students take it.

Sub-Collegiate Classes

We also find it necessary to have two sub-collegiate classes. Many pupils are not prepared for college work, and perhaps cannot get ready at home. We must arrange preparatory work for them, and most willingly do so.

These sub-collegiate classes cover the following subjects: English to Rhetoric; Latin through Caesar; Arithmetic and Algebra to Quadratic Equations; History of South Carolina, of the United States and of England; Geography, Physical Geography, Elementary Botany and Elementary Physiology.

Admission to College Classes

Applicants for admission to college classes must show by approved certificates or examinations that these studies have been mastered, and they must be able to write and spell and punctuate correctly. Certificates must state the number of units to which a student is entitled.

SUB-COLLEGIATE COURSE

First Year

ENGLISH.—English Grammar and Elementary Composition and Literature.

LATIN.—Introductory Study of Latin, Review, English Grammar.

HISTORY AND PHILOSOPHY.—History of the United States.

SCIENCE.—Geography.

MATHEMATICS.—Arithmetic, beginning with Percentage (Milne) ; Algebra, from beginning to Common Factors and Multiples (Wentworth).

Second Year

ENGLISH—Composition and Rhetoric—two sections (Lockwood and Emerson).

LATIN.—Gradatim and Caesar. Review, English Grammar.

HISTORY AND PHILOSOPHY.—General History (Myers).

SCIENCE.—Physical Geography; Introductory Physiology and Botany. Review, Geography.

MATHEMATICS.—Algebra, continued to Problems involving two more numbers—one section; from Involution and Evolution to Quadratics—one section. Review, Arithmetic.

BIBLE.



WORK OF COLLEGE DEPARTMENTS

I Bible

FRESHMAN AND SOPHOMORE—Life of Christ.

JUNIOR—Life of St. Paul.

SENIOR.—The Bible and its books.

II English

FRESHMAN.—Two Sections:

Composition and Rhetoric (Scott & Denny); Introduction to English Literature (Painter); selections for study and frequent practice in theme writing.

Review, English Grammar (Meiklejohn).

SOPHOMORE.—Two Sections:

Rhetoric continued. Painter's American Literature, with parallel reading and composition work.

Review, English Grammar.

JUNIOR.—Two Sections:

Ward's English Poet Series, "Wordsworth to Tennyson"; selections from Ruskin, Carlyle and DeQuincey (Garnett) with essays and parallel readings.

Review, English Grammar.

SENIOR.—Two Sections:

The Development of the English Novel (Cross) or of the Drama (Shakespeare).

Review, English Grammar.

English Constants

FIRST YEAR:—

Rip Van Winkle and other selections—Irving.

The Old Manse and a few Mosses—Hawthorne.

Snowbound and other selections—Whittier.

Hunting of the Deer—Warner.
 Lady of the Lake—Scott.
 Treasure Island—Stevenson.
 As You Like It—Shakespeare.
 Outside Reading, Christmas Carol—Ivanhoe.

SECOND YEAR.—

Silas Marner—Eliot.
 Spectator Papers—Addison and Steele.
 Sohrab and Rustum—Arnold.
 S. Agnes Eve and other selections—Keats.
 Washington's Farewell Address.
 Selections from Tennyson.
 Midsummer Night's Dream—Shakespeare.
 Outside Reading—Cranford. David Copperfield.

THIRD YEAR.—

The Idylls of the King.—Tennyson.
 The Rape of the Lock, Essay on Criticism.
 Epistle to Dr. Arbuthnot.—Pope.
 The Gold Bug, The Raven and other selections
 from Poe.
 Henry Esmond.—Thackeray.
 Prisoner of Chillon.—Byron.
 Macbeth.—Shakespeare.
 Outside Reading.—Mill on the Floss. Franklin's
 Autobiography.

FOURTH YEAR.—

A rapid general survey from the beginning of Literature to the present time. A study of the periods and representatives of them.

1. From the Formation of the English people to Chaucer.—Beowulf.
2. From Chaucer to the Renaissance.—Chaucer's Prolog.
3. The Renaissance. Hamlet.—Shakespeare.
4. From Shakespeare to the Eighteenth Century, Selections from Milton.

5. Age of Classicism. The Battle of the Books—Swift, or She Stoops to Conquer—Goldsmith.
 6. The Transition from Classic to Romantic.—Burns' Poems.
 7. Age of Romanticism. Selections from Wordsworth and Coleridge.
 8. The Victorian Age. Enoch Arden.—Tennyson.
- Outside Reading—Pilgrim's Progress. Pride and Prejudice.

III Latin

FRESHMAN.—Two Sections:

Cæsar (reviewed), Ovid, Cicero (De Senectute),
and Latin Composition.
Review, Latin Grammar.

SOPHOMORE.—Two Sections:

Virgil's Aeneid, Cicero's Orations, and Latin
Composition.
Review, History of Rome and Latin Grammar.

JUNIOR.—Two Sections:

Tacitus, Horace, Pliny, and Latin Composition
Review, Roman Literature and Latin Grammar.

SENIOR.—Two Sections:

Course for this year left to the discretion of the
teacher.

 If as many as five students elect to take Greek the usual course will be given.

IV French

Three Sections' work in French is required.

FIRST SECTION:

Fraser & Squair's French Grammar; Super's
French Reader. Poems Memorized.

SECOND SECTION :

Grammar continued. Irregular Verbs. Poems Memorized. Sight Reading. Halevy's "L'Abbe Constantin." French Daily Life—Rippman and Buell.

THIRD SECTION :

Irregular Verbs. Sight Reading—Corneille's *Le Cid* or Merimee's *Columba*. Racine's *Athalie*. Other books selected by teacher.

ELECTIVE FOURTH SECTION :

Duval's *L'Histoire de la Literature Francaise*. Moliere—*Les Precieuses Ridicults*. *L'Avare*. Beaumarchais—*Le Barbier de Seville*. Canfield's *French Lyrics*. Prose Composition.

V German

FIRST SECTION :

Collar's *Shorter Eysenbach*. Guerber's *Marchen und Erzählungen*. Conversation and Memorizing of Poems.

SECOND SECTION :

Eysenbach continued. Sight reading. Heyse's *L'Arrabiata*. Storm's *Immensee*. Van Klenze's *Deutsche Gedichte*.

THIRD SECTION :

Deutsche Gedichte continued. Schiller's *Wilhelm Tell*. Benedix' *Die Hochzeitsreise*.

VI History and Philosophy

JUNIOR.—Two Hours a Week :

Ethics, two hours a week for half the year. Text Gregory's *Ethics*. Pedagogy, two hours a week for the remaining half year; Roark; Psychology (Thorndyke), one section.

Review General History.

Electives

The following are offered:

American History (Elson), one section; Economics (Gide), one section.

SENIOR.—Two Sections—Elective:

The following electives are offered:

English History (Andrews), one section; Logic (Jevons-Hill), one section.

VII Science

FRESHMAN.—One Section:

Botany (Gray), with Wood's Flora. Field work the principal feature.

Review, Geography.

SOPHOMORE.—One Section:

Chemistry of Cooking and Cleaning (Richard & Elliot).

Review, Geography.

JUNIOR.—Two Sections:

General Chemistry, with laboratory work; Remsen's Briefer Course; Physiology and Hygiene (Conn and Buddington.)

Review, Physical Geography.

SENIOR.—Three Sections:

Physics (Gage); Astronomy (Sharpless & Phillips).

Review, Biblical Geography.

We offer also a section in Geology. (Norton).

VII Mathematics

FRESHMAN.—Two Sections:

Algebra completed, beginning with Quadratics; Plane Geometry (Wentworth).

Review, Arithmetic.

SOPHOMORE.—Two Sections:

Solid Geometry (Wentworth); Trigonometry (Wentworth).

Review, Arithmetic.

JUNIOR.—Two Sections:

Analytical Geometry, first section; College Algebra, second section.

Review, Arithmetic.

SENIOR.—One Section:

Calculus.

Review, Arithmetic.

Summary of College Courses

The work of each class is divided into seven sections. A section consists of work averaging twenty-three recitations a week for five weeks. During each section one Principal Study, its corresponding Review, and the Constants are carried on.

Reviews

Along with the principal study we require the study of a review. It consists of five recitations a week in some elementary work chosen with regard to the principal study.

Constants

The following studies are called constants, because attention is given to them throughout the year:

Bible, 1 recitation a week; Reading, 3 recitations a week; Spelling, 2 recitations a week; Class Singing, 2 recitations a week; Physical Culture, 20 minutes a day; Writing, a few minutes each day.

Other constants will be noted in the pages stating our Course of Study. See English, Ethics and Pedagogy.

A schedule of recitations per week is as follows:

Principal Study, 10 recitations; Reviews, 5 recitations; Constants, 8 recitations.

PRINCIPAL STUDIES

FRESHMAN.	SOPHOMORE	JUNIOR	SENIOR
English—2 Sections Latin—2 Sections Botany—1 Section Mathematics—2 Sections *Home Nursing	English—2 Sections Latin—2 Sections Mathematics—2 Sections. Chemistry of Cooking and Cleaning } 1 Section	English—2 Sections French or German—2 Sec. Psychology—1 Section General Chemistry—1 Sec. *Ethics *Pedagogy †Electives—1 Section.	French or German—1 Sec. Physics—2 Sections Astronomy—1 Section *Electives—3 Sections.
*Lessons in Home Nursing are required one period a week through the year.		*Required 2 hours a week for half year each. † Choose 1 section from the following: Latin Analytical Geometry American History Economics	*Choose 3 from the following: English Algebra Calculus Latin Geology English History American History French Logic

Art

Our Art Department is one of the best features of the College. Miss Keely is a real artist, whose natural gifts have been long and carefully cultivated, and who can get good work out of all that enter her studios.

We have two well-lighted studios, equipped with all necessary appliances, including a gilding wheel and a "New Revelation Kiln" in which all the china is fired.

The branches taught in this department are Drawing (charcoal, ink, pencil and crayon), Painting in oil and water-colors, China Painting, Tapestry, Stenciling, Tooled Leather, Blockwork, Pyrography, Pieced Brass and History of Art. The text-books used are Van Dyke's History of Painting and Goodyear's History of Art.

The drawing is done exclusively from object, the antique, and still life. The work in oil embraces flowers, landscapes, figures, and still life. Pupils are allowed to copy from good studies until accustomed to mix paints and they have some idea of composition; then they are expected to paint from objects and work out-of-doors. Practical perspective is taught in connection with oil and water color. Water color sketches are made out of doors whenever possible. In the studio, pupils paint from objects and still life. China painting in flowers, landscapes, enamel, raised paste, and gilding, is taught. Pupils do their own designing. Painting upon tapestry, canvas, in dyes or oil colors is taught. Pyrography is the art of decorating wood or leather by a heated platinum-point.

Students must pay for objects for nature studies and all materials used by them.

Our Art Exhibits at Fairs or Exhibitions always attract and are highly commended.

Music

It is recognized that the study of Music is most useful as a means of mental discipline, while at the same

time it instils principles of painstaking carefulness so necessary in the character-building of our young women. The aesthetic value of music can hardly be over-estimated, and the cultural effect of music in the home makes it a blessing. For these reasons this one of the fine arts has always been encouraged at Lander College. It is very gratifying to note the growth of this department, both in numbers and enthusiasm. We are fortunate in retaining the services of all our teachers of Music.

Pianoforte Course

It is the distinct aim of the teachers of this branch to give thorough instruction in all that pertains to it. As the pupils differ so widely in their needs and ability, it has seemed inadvisable to lay down an invariable course of study. The individual needs of the pupil determine the work assigned to each one. In a general way it may be said that an attempt is made to develop both the technical and the musicianly powers of the several students.

Pianoforte

GRADE I.—Finger exercises and preparatory scale work. Appropriate pieces.

GRADE II.—Scales and simple arpeggios, practical finger exercises. Easy and Progressive Studies. Duvernoy; Studies, opus 37, Lemoine. Small School of Velocity, Kohler. Pieces suitable for the grade.

GRADE III.—More complicated scale work and arpeggios in dominant and diminished seventh chords; Preparatory octave work. Selections from Czerny, opus 363; Burgmuller, opus 100; Heller opus 47 and 46.

GRADE IV.—Scales in double thirds and sixths; study of octaves; Selections from Czerny, opus 299, Heller opus 45; Bertini, opus 29; Easy Preludes and Inventions, Bach; Sonatinas.

GRADE V.—Pedal Study. Selections from Cramer's

studies; Clementi's *Gradus ad Parnassus*; Three Part Inventions by Bach; Sonatas by Mozart and Bethoven. Ensemble work for all advanced pupils.

Violin Course

GRADE I.—Schradiack. The First Position. Wohlfahrt, Op. 74, Bk. I. Kayser Op. 20 Bk. II. Scales and bowing exercises. Easy pieces and duos.

GRADE II.—Kayser Op. 20 Bk II, Studies for the 2nd and 3rd Positions. Wohlfahrt Op. 74, Bk. II. Schradiack Scales. Seveik School of Violin Technic Op. I, Part I. Suitable pieces.

GRADE III.—Dont, 24 exercises, Op. 37. Krentzer 40 Etudes. Scales and Preludes (after the fingering of Massart) Tirindelli. Sonatas and pieces.

GRADE IV.—Rode, 24 Caprices. Fiorillo, 36 Etudes. Sonatas for violin and piano. Concertos. Compositions by various composers.

Students sufficiently advanced will be given the opportunity for ensemble work.

Voice

FIRST YEAR.—Exercises for correct breathing and tone placing. Sieber's 8 Measure Vocalises. Vaccai Method. Easy Songs, Grades I. and II.

SECOND YEAR.—Concone, 50 Lessons; Daily Technical Studies, Bonaldi; Songs, Grades II., III. and IV.

THIRD YEAR.—Panofka, Vocalizes. Songs, Grades IV., V., VI. Easy German, Italian, and French Songs.

FOURTH YEAR.—Studies in Bravura, Arias and Cavatinas from French, German, and Italian operas. Arias from Oratorios.

No voice pupils will be excused from Physical Culture.

The Chorus Class

All the members of the music department belong to the Chorus Class, which meets twice a week for the

practice of choruses and sight-reading. All other pupils in the school are admitted to the Chorus Class, and their joining it pledges their regular attendance of the rehearsals. The only expense connected with this class is the purchase of the music used.

The pupils of vocal music are organized into the Lyric Club, which meets regularly for the practice of part songs.

All students of music *are required* to take lessons in sight-singing and other students may do so if they wish.

Weekly lectures are given on the History of Music and Music Students must also attend these lectures.

Classes in Harmony may be formed among advanced students of Music.

Domestic Science

In addition to the course in General Chemistry, the Chemistry of Cooking and Cleaning is required. The text book used is by Richard and Elliot. It is hoped that a practical Domestic Science department may be arranged and equipped at some early day.

All boarding pupils (and all from town who wish) have weekly lessons in Home Nursing (text book by Evelyn Harrison) with clinic lectures by the instructor and occasional lectures by professional nurses and physicians. Talks on hygiene, exercise, home decorating, etiquette, and various matters pertaining to home making have come under this course.

Physical Culture

A sound body is essential to our best life-work. Educators must consider the development of the body as well as that of the mind and soul. And girls must have training in graceful manners and movements. Remembering this, we first encourage open-air games and exercises and require a short walk every day. Also we have daily gymnastic practice, except on Sunday. A few minutes are spent in light calisthenics, club-swing-

ing, setting up exercises and in deep breathing. We think this more helpful than more violent efforts. The health of our student-body causes us to believe that our theory is correct.

Our Physical Culture Course, although free of charge, is better than some systems which are especially charged for.

We beg our patrons not to ask that their daughters be excused from our physical exercises unless entirely disabled. We have no long nor violent gymnastics, but only such easy, quiet movements as are promotive of health and of the mastery of the body. It is not for exercise only, but for culture of the body. If there should be the slightest danger we would not fail to know it. There is none at all.

Athletic Association

To encourage outdoor exercise an Athletic Association has been organized with the following officers: President, Miss Bessie Herbert; first vice-president, Miss Sadie Williams; second vice-president, Miss May Scott; Secretary, Miss Mabel Hawthorne Reames; Treasurer, Miss Ethel Willis; Manager, Professor S. L. Prince; Executive Committee, Misses Amis, Lawson, McWhorter and Lois Alman.

Field Day was observed on April 19. Two trophy cups were offered by Dr. Willson. The tennis cup was won by Miss Annie Laurie Willcox, and the baseball cup by the Qui Vives, Miss Ethel Willis, captain.

Infirmary

We have set apart as an Infirmary a suite of rooms conveniently located. Sick pupils are taken there, and receive unwearying attention. This is much better than to leave them in the rooms with others whose going and coming would disturb and delay recovery. Meals will not be sent to the rooms.

Water

Our building is amply supplied with good, pure water, obtained from a spring and an artesian well. This is distributed all through the house. We have provision for hot and cold water. We have bath-rooms, most of them equipped with the Melchoir Shower Yokes.

Fare

We determined to furnish better fare than is usual, and believe we have succeeded. Our food is abundant in quantity, of good quality, varied and wholesome. Sweet milk is plentiful. Although confident that our fare is better than the average, we wish to do still better. Health and comfort rest largely on good food.

Parents will oblige us if they will not send boxes of foods, especially meats, cakes, pickles, etc. They are not healthful; cases of sickness often follow reception of boxes with food, causing loss of time from school as well as the sickness. The sufferer may not be the one receiving the box but is often a friend who shares the contents. Fruits are not objectionable; but so many boxes have been rifled in transit that we advise against sending anything eatable. There is no need of anything. Our table is sufficient.

Home Life

Our ideal of a college for women is that it should be as nearly a cultured, Christian home as circumstances allow. To this end we strive steadily. The girls are encouraged to rely on us as they would on their home-folks. Our rules are few and simple. Our care and attention unceasing.

No Public Receptions

Realizing the responsibility of having in our care the choice daughters of our patrons, we do not feel warranted in throwing them into contact with persons who may or may not be helpful associates. *So we never*

have "*Receptions*," save of our college household and these do not warrant expensive dressing—which indeed is forbidden. Our pupils are not allowed to receive attentions from young men. They are permitted (with written permission from their parents) to visit relatives and friends in the city and vicinity, under such restrictions as, from our knowledge of the facts, and of their parents' views, may seem to us to be proper. *They are not allowed to spend the night outside of the College building.*

While we have no public receptions, we are well aware of the necessity for social life, and the need of training in social forms; therefore the Faculty arranges for occasional entertainments for the College household.

Letters of Introduction

A gentleman from home, wishing to call on a pupil, will bring the President of the College written instructions to that effect. We urgently insist that, *if possible, no visit be paid them during study hours or on Sunday.* We ask that there be no arrivals or departures of students on Sunday.

No Special Privileges

Sometimes, in response to a daughter's wish, a patron writes asking us to allow certain privileges which he would never request if he knew all the conditions. This is practically taking her case out of our hands and putting it into her own. *We claim the right to decline to grant such privileges.* As a general rule the best scholastic results are achieved by the pupils who do not ask for such interruptions. We wish our pupils to realize that they are with us, not for mere diversion, but for the serious purpose of cultivating their minds and characters and forming the habit of devotion to duty.

Christian Home-Life

Lander College is emphatically a Christian College, and it is an institution of the South Carolina Conference of the Methodist Episcopal Church, South. This implies Christian teachers, Christian atmosphere, Christian home-life. It also implies that we shall *not* teach or allow entertainments condemned by the Churches of Christendom. It further implies that we shall teach Christ and Christ-likeness by persuasion, by precept, by example. We have a special course of Bible study which runs throughout a year. We also try to show the Divine hand and spirit in Science, Literature, History, Art, Music—everywhere. Each day opens with devotions, each evening our College household engages in family prayer. Our Sunday School meets regularly, and every teacher is a worker in it. *Our students must attend church service every Sunday morning—and arrangements are made to enable them to worship in the church of their parents.* Ours is a Methodist College, but no proselyting is allowed, directly or indirectly. Boarding pupils who wish to join the Church must secure consent of their parents. We are glad to report that conversions in our College are no strange occurrences. All apart from the influence of the churches our College household has had most gracious seasons of refreshing.

Most of our boarding pupils belong to either the Young Women's Christian Association or the Tarboux-Lander Missionary Society or both, and so the spirit of Christian work and devotion and the great cause of missions are upon their hearts.

Pure Moral Atmosphere

The authorities of the College prize as one of the prime advantages of the ideals and aims of our school the fact that those young ladies who would give their teachers most trouble seldom disturb our peace, be-

cause, not liking the quiet management of the school, they either stay at home or go somewhere else. And, while this advantage is felt most delightfully by the authorities, it is no less valuable to the pupils, inasmuch as it tends greatly to diminish the dangers from contact with unworthy associates. To this fact, to a large extent, we attribute the pure moral atmosphere with which we have been conspicuously blessed during our history.

Thoroughness and Womanliness

Our College has always stood for thorough education of *womanly women*! Beginning in 1872 with the determination to require thorough study and to develop a high type of womanly women, in which type genuine religion should have chiefest place, Dr. Lander and his fellow-laborers followed unwaveringly the course marked out. As a result, our graduates and students soon came to be looked upon as women ready for any modest, Christian service—and so they have been to this day.

Commencement

The Commencement of 1910 will begin on the afternoon of May 28th, with the Art Exhibit. On Sunday morning, May 29th, the Commencement Sermon will be preached by Bishop A. W. Wilson. Sunday night Rev. Dr. R. A. Child will preach before the Tarboux-Lander Missionary Society. Graduates will receive their diplomas on Monday morning, and Monday night Mr. Zach McGhee will deliver the Commencement address.

Medals

The medal offered by Hon. C. A. C. Waller, through the R. A. Waller Chapter U. D. C., for an essay on "Sherman's March Through South Carolina," was won by Miss Lena Player. The medal given by Rev. Dr. G. W. Gardner for the best progress in English

made by any member of the Freshman class will be awarded at Commencement.

Lyceum Course

With the assistance of friends in Greenwood, we support a regular Lyceum, and by that means are profited by entertainments of high grade. During the year, the Lyceum furnished the following:

Concert by Hinshaw Grand Opera Company.

Lecture by Byron C. Piatt.

Concert by the Peterson Sisters.

Lecture by Wallace Bruce Amesbury.

Chalk Talk by Caveny.

Lecture by Dr. Henry N. Snyder.

Thursday Lectures

Nearly every Thursday morning we have a lecture on some practical subject. The following have been delivered this year: "How to Keep Well," by Dr. R. B. Epting; "Home Decoration," by Miss H. Keely; "Music Study in an American Conservatory," by Miss J. M. Bailey; "The Opportunity of Attending College" by Senator Geo. W. Sullivan, of Williamston; "What is Necessary Endowment and Equipment for Foreign Missionary Work" by Mrs Emma Gary Lee; "America and its Woes," by Rev. Mr. Basmajian, now of Atlanta; "Tuberculosis," by Dr. O. B. Mayer, of Newberry; "Medical Ethics," by Dr. R. E. Mason; "China," by Rev. A. C. Bowen, of China; "Spending Money Wisely," by Miss E. Alexander; "Typhoid Fever and Care of a Patient," by Dr. J. C. Harper; "Education and Learning," by Dr. W. T. Lander; "Possibilities of a Devoted Life," by Miss Ooloah Burner, Secretary Y. W. C. A.; "The Eye and Throat," by Dr. W. H. Nardin, of Anderson; "How to Study," by Professor N. M. Sally; "Use and Abuse of Drugs—especially Morphine and Cocaine," by Dr. W. P. Barrett; "Law a Woman Should Know," by Judge Rob-

ert Aldrich, of Barnwell; "The Southern Industrial Institute" by Rev. D. E. Camak, of Charlotte, N. C.; "The Law of South Carolina concerning Marriage and the Married Relation," by Hon. Joseph A. McCullough, of Greenville; "Poultry-raising and its Pleasure and Profit," by Rev. R. W. Humphries, of Lowndesville; "European Travel" by Miss Aileen Ward, of Darlington and "Daniel Manin," by Rev. Dr. Walton, of Kentucky. During the month of May these lectures will be by the pastors of the Methodist, Presbyterian Baptist and Episcopal Churches and will be "The Officiary, Organizations and Assemblies" of these respective churches "and their duties and powers."

Other Addresses and Events

Besides these features of the Lyceum and the Thursday lectures, our students have enjoyed the profit of the following:

Opening Sermon, September 26, 1909, by Rev. G. N. Cowan.

Founder's Day Address by Dr. E. B. Craighead, president of Tulane University and Rev. Dr. S. A. Weber, of Charleston, S. C.

Faculty Recital.

Oratorical Contest.

Violin and Piano Recital by Mr. Daniel Visanski and Mr. A. Lucher.

Lecture on Shakespeare by Frederick Ward.

Lecture on Geography by Prof. E. H. Hughes.

Address on Swedish Gymnastics by Carl Jansen.

Illustrated lecture on Gothic Art by Dr. Lindsay Blayney, of Kentucky.

Exhibition by Wofford College Gymnasium team.

Quartette, by Polk Miller's Quartette.

Address on Work for Mountaineers by Miss Leona Blake.

Concert by Furman Glee Club.

Lecture on Birds and the Need of Protecting Them,
by Col. J. H. Rice, Jr., President of South Carolina
Audubon Society.

Gifts in 1909-1910

We are fortunate in having friends who remember us with helpful donations, and our graduating classes regularly leave a memorial offering to the institution. The following have been given this year:

\$200.00 additional to Martha Fort Williams Loan Fund, given by Mr. Geo. W. Williams.

\$201.00 for Grand Piano or other purpose by Greenwood friends.

Stone pillars at entrance. Gift of Class of 1910.

Makers of American History, 20 volumes, by Rev. S. A. Weber, D. D.

Books on Art, 12 volumes, by Mr. George Raymond, the author.

60 volumes of Southern Methodist Review, by Rev. J. W. Kilgo.

Trees and shrubs, by Rev. John Ambrose Wood, Mrs. W. J. Montgomery, Mrs. Laura A. Lander, Mrs. R. L. Gray.

Books and Documents from Congressman Aiken and other members of Congress.

Contribution of College family to our three-student memorial funds.

Form of Bequest

Besides contributions for building and gifts our friends should remember the College in their wills. The following form will answer:

"I hereby give and bequeath to Lander College, an institution situate in Greenwood, S. C., and duly incorporated by the General Assembly of South Carolina, the sum of.....dollars for the uses of said college."

OUR HELPS

Books of Reference

In front of Waller Hall, conveniently arranged and easy of access at all times, is an extensive collection of cyclopedias, gazetteers, atlases, special dictionaries, and other costly works of reference, embracing about 200 volumes and affording incalculable advantages in the study of almost any subject. To this collection additions are being made from time to time, as experience and ability suggest.

The Library

On the second floor, just over Waller Hall, is the Library and Reading Room. This library consists of about 5,000 volumes, including many standard works in all departments of literature, and furnishing ample opportunity for the cultivation of refined taste and the formation of correct literary habits. The private library of the president adds over one thousand volumes to this collection.

Magazines and papers are taken, and students are encouraged to read them.

Extensive Apparatus

Our apparatus, which is extensive, assists very much in giving thorough instruction in Physics, Botany, Anatomy, Astronomy, Chemistry, Music, Geography, and Mathematics. In the Astronomical department we have a fine Refracting Telescope of three and a half inches aperture, and an Andrews Improved Lunal Tellurian.

Nor are these instruments idle. In Chemistry and Physics, all the important demonstrations suggested in

the text-books are actually made, either by the pupils themselves or, at least, in their presence. The pupils in Mensuration and Surveying make measurements in the field, and from their own field notes, draw neat plots, and calculate their contents.

Cabinet and Museum

Our Museum includes about 2,200 objects of interest and value from the animal, the vegetable and the mineral kingdoms, to which we are receiving frequent accessions by the kindness of friends and otherwise. This collection is not made up merely of what is strange and unusual; but it includes about 1,500 classified specimens of minerals and fossils, which are of great service in the study of Physical Geography, Mineralogy and Geology.

Societies

There are two literary societies: the Erosophic and Mathesian. Two large halls have been set aside for their meetings, which are held weekly. Students, especially those boarding in the College, are required to join one or the other of these societies, as their cultural influence is beyond doubt. The teachers are honorary members and render active aid in their work. The officers of these societies are: EROSOPHIC—President, Elizabeth Cannon; Vice-President, Lois Alman; Critic, Annie Kelly; Recording Secretary, May Scott; Corresponding Secretary, Ethel Robinson; Monitor, Lula May; Treasurer, Mary Morgan; Marshals, Kathleen Wannamaker and Mary Earle; Archive-keeper, Bess Herbert. MATHESIAN.—President, M. Adams, Vice-President, Sarah Bailey; Critic, Blanche Lawrence; Recording Secretary, St. Lawrence Wilson; Corresponding Secretary, Elizabeth Dickson; Monitor, Frances Kelly; Treasurer, K. Hayes; Marshals, Marion Byrd, Lula Wolling, and Sarah Ellerbe.

B Sharp Club

All the students of music are organized into what is called the "B Sharp Club." They study all things musical; the biographies of the great masters and their compositions, and current events in the world of music. The teachers and others are also members. The meetings are held every two weeks and are very interesting and instructive. The following are the officers of 1910: President, Miss Aunspaugh; Vice-President, Miss Sawyer; Secretary, Miss Eva Oxner.

The Bonheur Club

The Bonheur Club, so called from the famous artist, Rosa Bonheur, meets once a month to study artists and their pictures, History of Art, and the different schools—Italian, Dutch, Flemish, etc.

The Young Women's Christian Association

The College has a flourishing Y. W. C. A., which meets regularly for the dispatch of business and for devotions. Besides the usual exercises, ministers and other Christian workers are occasionally secured for lectures and addresses. Delegates from the Association will attend the Y. M. C. A. Summer Conference in Asheville, N. C., June, 1910. The officers of the Association are: President, May Scott; Vice-President, K. Hayes; Recording Secretary, E. Dickson; Corresponding Secretary, Lily Plowden; Treasurer, Lula May.

The Erothesian

Thirty years ago the College published a journal called "The Naiad." Then there were no other institutions in our State issuing such a publication, so far as we have heard. "The Naiad" was discontinued for various reasons, which reasons caused us to prefer to be without a college periodical. This year we consented to allow the trial of a journal, and since January "The Erothesian" has been published monthly.

by our students. The following is the editorial staff: Marguerite Adams, Editor-in-chief; Elizabeth Cannon, Business Manager; Lucie Gasque, Assistant Editor-in-Chief; Annie Kelly, Assistant Editor; Ethel Willis, Literary Editor; Nona Dudley, Assistant Literary Editor; Mary Morgan, Exchange Editor; May Scott, Local Editor; Katharine Hayes, Y. W. C. A. Editor; Elizabeth Herbert, Athletic Editor; Lillian Newton, Alumnae Editor; Helen Byrd, Art Editor and Eula McWhorter, Assistant Business Manager.

The Tarboux-Lander Missionary Society

The Missionary Society meets once a month. The missionary spirit has always been good in the College. Three of our alumnae are now in the foreign field—Mrs. Sue Kirkland Tarboux, '77; and Mrs. Tommie Hall Lander, '78, in Brazil; and Mrs. Johnnie Sanders Bowen, '86 in China. Miss Agnes Ruff, once a student here, is now in Cuba. The officers of this Society now are: President, Katharine Hayes; Vice-President, Annie Kelly; Recording Secretary, Emma Hook; Corresponding Secretary, Ethel Robinson; Treasurer, Mary Morgan.

Alumnae Association

This Association has always had at heart the best interests of the College and its constituency. It meets annually in the college building and has in hand some work for its alma mater. The Association has authorized local chapters, auxiliary to it, which may be of advantage in communities where a number of graduates reside. The officers of the Association are: Mrs. M. F. Ansel, president; Miss M. Louise Barber, vice-president; Miss Carrie Lou Connor, recording secretary; Miss Annie Laurie Williams, corresponding secretary; Mrs. A. J. Cauthen, treasurer. Mrs. C. P. Roberts and Miss E. Alexander, with these officers, constitute the executive committee.

Table of Rates.

IN COLLEGE CLASSES

Board, including room, heat, light, service, etc..	\$140.00
Literary tuition	40.00
Medical fee (not including medicines).....	5.00
Incidental fee	1.50
Library fee	1.00
	\$187.50
Matriculation fee (payable only on entrance) ..	5.00
	\$192.50

DAY PUPILS IN COLLEGE CLASSES.

Literary tuition	\$ 40.00
Incidental and library fees.....	2.50
Matriculation fee (payable only on entrance) ..	5.00
	\$ 47.50

IN SUB-COLLEGIATE CLASSES

Board, including room, heat, light, etc.....	\$140.00
Literary tuition	35.00
Medical fee (not including medicines).....	5.00
Incidental fee	1.50
Library fee	1.00
Matriculation fee	5.00
	\$187.50

DAY PUPILS IN SUB-COLLEGIATE CLASSES

Literary tuition	\$ 35.00
Incidental and library fees	2.50
Matriculation fee	5.00
	\$ 42.50

EXTRAS

Lessons in drawing, painting and all art studies	\$ 42.00
Lessons in Music, vocal or instrumental.....	42.00

Use of piano for practice	7.00
Lessons in Stenography	35.00
Physics fee, \$2.50; Chemistry fee, \$2.50; Graduation fee, \$5.00; Board during Christmas holidays, \$5.00	

Please Take Notice

Each boarding pupil will pay fifty dollars, and each day pupil ten dollars, as she enters the Institution, and the remainder of the session's expenses in instalments on November 1, 1910 and February 1, 1911 and April 1, 1911. Five dollars must be sent with an application of a student.

About ten days before each instalment is due each patron receives a statement of his account, with a request to remit whatever may be due.

Ministerial patrons are not charged for literary tuition.

A discount of ten per cent. is made from the board and tuition of each of two or more sisters, or two or more sent by the same patron and attending at the same time.

A discount of ten per cent. is made from the extra tuition fees of a pupil who takes full lessons in both Vocal and Instrumental Music, or double lessons in Music or in Art.

No rebate from our charges for loss of time or withdrawal before the close of the term can be allowed unless in case of protracted sickness—and in such cases the incapacities of the pupil for further attendance must be certified by the college physician. There is no reduction for tardiness in returning from vacation.

Students beginning Music or Art will be expected to continue to the end of the year, and no reduction will be made in these charges, if for any cause the student is allowed to stop them.

No deductions for any cause will be allowed students withdrawing after the beginning of the fourth quarter.

Students not returning after Christmas will be charged to the end of the quarter.

The medical fee secures the physician's attendance free of charge except for medicines. In cases of serious or protracted illness the extra expenses for nurse and other outlay will be paid by the student.

Books and stationery will be furnished, if desired, at low rates *for cash*, but they will not be charged on accounts.

We cannot make cash advances to pupils, but will care for and pay out any deposits for them.

Best Terms

We are often asked to send a catalogue with a special letter "*stating our very best terms and rates.*" We are always glad to answer any inquiries, but with reference to rates, those in our catalogue are the lowest we can afford. If we gave lower rates to one, it would be an injustice to all others and ourselves. We have made our rates as low as possible, and cannot afford to vary from them.

Outfit

Each teacher and boarding pupil furnishes her own doilies, towels, sheets, pillow cases, blankets, a white counterpane and toilet articles.

She should also have an umbrella, two wraps—one light weight, one heavy—a pair of overshoes, a pair of bedroom slippers, and a doily ring, however simple. Each article should be plainly marked with the owner's name in full. *Trunks must be marked with the owners' names. If possible bring but one trunk apiece.*

We do *not* use a uniform because it suppresses one agency for training girls in individuality, self-control, and independence, and also because a dress which is entirely satisfactory for one girl may be unsuitable for another. Dresses which answer at home are good enough to use here. In view of the fact that home-

dresses answer here, and dresses made here will suit at home, we believe our plan is as economical as any, and it certainly helps to cultivate good taste.

Pupils to Board in College

Pupils from a distance are expected to board in the College, unless their parents prefer them to board in the city with near relatives or with friends.

To Keep the Rules and Remain

The entrance of a pupil is equivalent to a pledge that she will conform to the rules and regulations of the College and that she will remain till the end of the school year in June--unless some unexpected occurrence renders her removal necessary—and the authorities of the College, with the patron, will judge of this necessity. We make our engagements by the year, and expect our pupils to do the same.

Applications

Applicants from another institution are expected to show honorable withdrawal.

We request all who intend to enter the College to send for an application blank or use one from this catalogue, and then to sign and forward it to the president, at Greenwood, S. C., enclosing five dollars.

ROLL OF STUDENTS

(With the Counties in which they reside)

POST GRADUATE

Marie Patterson Laurens

GRADUATES OF THE YEAR 1909-1910.

Marguerite Adams Charleston
 Onie Lee Agnew Greenwood
 Sarah Bailey Georgetown
 Wessie Bethea Dillon
 Mary Zeigler Calhoun Greenwood
 Edna Ellis Greenwood
 Lucie Gasque Marion
 Sara Hammet Bamberg
 Inez Hutchison Greenwood
 Mary Bernap Livingston Bamberg
 Eula McWhorter Anderson
 Annie Miller Oconee
 Ethel Still Greenwood
 Evelyn Turner Greenwood
 Clarissa Whitaker La Grange, Georgia
 Ethel Willis Laurens

UNDERGRADUATES

Ruth Adams Charleston
 Sallie Addy Greenwood
 Leona Agnew Abbeville
 Lois Alman Union
 Carrie Alman Union
 Bessie Lucas Atkinson Chester
 Elizabeth Margaret Bailey Greenwood
 Nina Ballenger Abbeville
 Ruth Ballenger Abbeville
 Mabel Annie Beard York
 Marguerite Bethea Marion
 Alice Berry Dillon
 Helen Blackman Greenville

Irene Blackman	Anderson
Augusta Blake	Greenwood
Ada Eloise Bradley	Lee
Mary Frances Brinson	Greenwood
Fannie Broyles	Anderson
Mary Eliza Broyles.....	Anderson
Inez Buchanan	Greenville
Helen Byrd	Greenwood
Marian Byrd	Greenwood
Elizabeth Marguerite Calhoun	Greenwood
Pearl Calvert	Greenwood
Mary Lou Camak	Fairfield
Elizabeth Cannon	Laurens
Eva Carson	Orangeburg
Bela Carter	Williamsburg
Lucia Zilpha Carpenter	Anderson
Josephine Chiles	Greenwood
Sallie Clary	Saluda
Norma Clinkscales	Greenwood
Cora Lee Coleman	Greenwood
Julia Conner	Greenwood
Sudie Elizabeth Cooper	Richland
Nannie Creighton	Greenwood
Ruth Creighton	Greenwood
Mary Bowers Cureton	Greenwood
Elizabeth Dickson	Anderson
Ruby Dill	Marion
Nona Dudley	Florence
Carrie Dunbar	Barnwell
Mary Earle	Oconee
Julia Mae Edens	Sumter
Sarah Elizabeth Ellerbe	Marlboro
Alma Folk	Bamberg
Hattie May Free	Union
Carrie L. Garrison	Anderson
Mary Hoke Gambrell	Greenwood
Lily B. Gilmer	Spartanburg
Lynn Goolsby	Bamberg
Jennie Green	Pickens
Kathleen Griffin	Anderson
Ross A. Haddon	Greenwood

Ernestine Harrison	Spartanburg
Katharine Hayes	Dillon
Marjorie Elizabeth Hayes	Newberry
Harriet Ruth Hayes	Dillon
Maria DeKeyser Haynesworth	Florence
Mary Hendley	Greenwood
Bess Herbert	Newberry
Mary E. Hill	North Carolina
Ethel Hinton	Greenwood
Bessie Hollis	York
Emma Hook	Darlington
Mary Hunter Hughey	Greenwood
Margaretta Huggins	Clarendon
Annie Jean Jones	Greenwood
Clara Louise Jones	Greenwood
Essie Jones	Lancaster
Carrie Henrietta Kay	Anderson
Annie Kelly	Union
Frances Wilbur Kelly	Oconee
May Olive Keenan	Richland
Anna Jean Kennerly	Greenwood
Martha Aleph Kilgo.....	Greenwood
Nelle Brabham Kinard	Greenwood
Florrie Lee Land.....	Clarendon
Esther Porcher Lander	Anderson
Kathleen Porcher Lander	Anderson
Callie Yeiser Lanford	Spartanburg
Marie Agnes Latour	Greenwood
Sallie Caroline Ligon	Greenwood
Fannie Belle Little	Marlboro
Janie Marie Jittlejohn	Union
Fannie Ryan Lochman	Spartanburg
Amy Lyles	Oconee
Frances Aurelia May	Colleton
Lula May	Colleton
Marguerite Marshall	Greenwood
Dellie McClam	Williamsburg
Leoline McCown	Florence
Roxie McCrary	Anderson
Edith Eliza Moore	Sumter
Mary Weaver Moore	Florence

Mattie Nell Moore	Florence
Mary Robinson Morgan	Pickens
Rosa Morrison	Oconee
Fannie Morrow	Anderson
Ellen Mabel Muckenfuss	Dorchester
Lillian Newton	Georgia
Nan Osborne	Anderson
Eva Oxner	Newberry
Ruth Ouzts	Greenwood
Desdemona Pate	Darlington
Hattie Pearson	York
Annabel Player	Lee
Lena Player	Lee
Lillie Plowden	Clarendon
Lois Virginia Plowden.....	Greenwood
Margie Marie Pruitt	Anderson
Mary Lillian Puckett	Greenwood
Jennie Reames	Lee
Mabel Hawthorne Reames	Lee
Emma Louise Rembert	Sumter
Buford Reynolds	Edgefield
Daisy Ritter	Orangeburg
Dorothy Robison	Chester
Ethel Elizabeth Robinson	Pickens
Alpha Rogers	Marion
Carlotta Rogers	Marlboro
Dell Rogers	Marion
Mary Myrtle Rogers	Pickens
Susie Rumph	Dorchester
May Scott	Union
Christine Singleton	Greenwood
Genevieve Singleton	Greenwood
Mattie Lee Smith	Berkeley
Mary Sue Sproles	Greenwood
Thomasine Sprott	Clarendon
Mary Edith Stackhouse	Marion
Nona Stackhouse	Marion
Irma Sturkey	Greenwood
Fannie May Suggs	Darlington
Vera Tallulah Thomas	Orangeburg
Nellie Thompson	Greenwood

Ruby Platt Thrower	Dorchester
Daisy Tiller	Chester
Sallie May Tillman	Edgefield
Annie Ross Tolbert	Greenwood
Fae Tucker	Spartanburg
Faustina Tucker	Anderson
Eloise Turner	Greenwood
Ruth Turner	Greenwood
Nelle Verelle	Greenwood
Lidie Wactor	Lee
Kathleen Wannamaker	Orangeburg
Marie Wendt	Newberry
Candler Wiggins	Florence
Julia Ray Wiggins	Florence
Eulalie Wiggins	Greenwood
Sadie Williams.....	Greenwood
Nannie Lou Wilkes	Barnwell
Alice Buck Willcox	Marion
Annie Laurie Willcox	Marion
Essie Willson	Newberry
St. Lawrence Wilson	Spartanburg
Lula Wolling	Marlboro

SPECIAL STUDENTS OF ART AND MUSIC

Miss Agnes Alexander	Mrs. R. N. McLeod
Miss Carrie Barr	Mrs. E. A. McDowell
Miss Grace Barksdale	Miss Ollie Monroe
Miss Clara Blake	Miss Ella Nickles
Miss Ruth Blake	Miss Jessie Ouzts
Miss Clare Connor	Miss Martha Ouzts
Mr. Cook	Miss Frances Pemberton
Miss Christine Frazier	Miss Clara Pinson.
Miss Virginia Graydon	Miss Rosenbaum
Miss Elephare Hood	Mrs. Rice
Miss Camille Jennings	Miss Ruth Sproles
Miss Maude Jennings	Miss Annie Laurie Tolbert
Miss Ella Lee	Miss Helen Tolbert
Miss Eliza Mabry	Mrs. Laura A. Lander

ROLL OF ALUMNAE

We will appreciate the correction of errors in this list.

1872.

1. Ella Calhoun (Mrs. T. C. Turner), Greenwood.
2. Lucy Pinson (Mrs. Shepherd), Greenwood. Died in Augusta, Ga., August 12, 1906.
3. Julia Ziegler (Mrs. J. C. Chandler), Summerville.

1873

4. Pet Allen (Mrs. S. M. Orr), Anderson.
5. Mattie Lander (Mrs. G. E. Prince), Anderson.
6. Mollie Prince (Mrs. M. L. Fouche). Died in Baltimore, Md., July 6, 1889.
7. Fannie Sharp (Mrs. J. Wash Boyd), St. Joseph, Mo.

1874

8. Ida Clinkscales (Mrs. E. K. Hardin), Clover.
9. Sallie Hutto (Mrs. J. G. Clinkscales), Wofford College

1875.

10. Julia Archer (Mrs. James Switzer), Switzer.
11. Lula Gray (Mrs. W. P. Harris), Owings.
12. Carrie Lawton (Mrs. W. S. Wightman). Died in Charleston, April 17, 1896.
13. Sallie McMillan (Mrs. Clarke). Died at Lake City, April 3, 1886.

1876

14. Ella Coxe (Mrs. Oscar Cromer), Abbeville.
15. Mamie Mood, Spartanburg.
16. Susie Reid (Mrs. S. L. Gleaves), Wytheville, Va.
17. Ida Jones. (Died in Charleston, December 23, 1877.)

1877

18. Janie Anderson (Mrs. Charles Roberts), Ninety-Six.
19. Mary Brown (Mrs. G. H. Mahon), Greenville.
20. Sallie Brown (Mrs. J. P. Gossett), Williamston.
21. Rebekah Douthit (Mrs. Taylor, Pendleton.

- 22. Nina Dukes (Mrs. W. L. Anderson), Greenwood.
- 23. Sue Kirkland, (Mrs. J. W. Tarboux), Juiz de Fora, Minas Ger-
aes, Brazil, S A.
- 24. Mamie Pelham (Mrs. Joseph Sullivan), Laurens.

1878

- 25. Tommie Hall (Mrs. J. M. Lander,), Petropolis, Brazil, S. A.
- 26. Addie Hollingsworth (Mrs. M. F. Ansel), Columbia.
- 27. Mamie Mauldin (Mrs. Tribble). Died in Williamston, July 7,
1885.
- 28. Vesta Mauldin (Mrs. W. T. McFall), Pickens.
- 29. Carrie McMakin, Spartanburg.

1879

- 30. Vinnie Jefferies (Mrs. J. M. Goudelock, Gaffney.
- 31. Olivia Newton (Mrs. John Evatt), Central.

1880.

- 32. Cara Featherstone. (Died in Belton, March 10, 1888.)
- 33. Dora Anderson (Mrs. W. D. Hutto), Spartanburg.
- 34. Lillian Weber, Mrs. Leland Moore), Charleston.
- 35. Bessie Cannon (Mrs. A. W. Attaway), Williamston.
- 36. Nannie Landrum (Mrs. E. E. Bomar), Charlotte, N. C.
- 37. Callie Haynes, M. D. (Mrs Bader), Staunton, Va.
- 38. Mamie Finger (Mrs. Murdaugh), Bamberg.
- 39. Katie McCall (Mrs. H. H. Newton), Bennettsville.
- 40. Julia Williams, Greenville.
- 41. Nannie Jefferies (Mrs. C. O. Allen), Greenville.

1881

- 42. Della Braswell (Mrs. Schofield). Died in Hendersonville, N. C.,
August 24, 1884.
- 43. Alice Moore (Mrs. Blalock), La Grange, Ga.
- 44. Ella Smith (Mrs. Sanford Brown), Pendleton.

1882

- 45. Willie Manning, Clio.
- 46. Clara Robinson (Mrs. J. B. Harmon), McCormick.
- 47. Carrie Izlar (Mrs. Oliveros), Savannah, Ga.
- 48. Mattie Brown, Williamston.

1883.

- 49. Emma Henderson (Mrs. W. Austin Blake), Pelzer.
- 50. Alice Davis (Mrs. C. O. Burriss), Anderson.

- 51. Elizabeth Alexander, Lander College.
- 52. Lila Prince (Mrs. K. D. Senn), Anderson.
- 53. Happy Ford (Mrs. W. T. Lander). Died in Williamston, August 13, 1894.

1885.

- 54. Mary Wilson (Mrs. Clatworthy), Honea Path.
- 55. Mary Mabry (Mrs. John R. Lomax), Abbeville.
- 56. Leah Rochester (Mrs. Craig), Pendleton.

1886

- 57. Kathleen Lander (Mrs. John O. Willson), Lander College.
- 58. Minnie Williams (Mrs. James Anderson), Anderson.
- 59. Laura Ellis. (Died in Gainesville, Ga., October 23, 1896.)
- 60. Inez Edwards (Mrs. W. E. Humphries), Oklahoma.
- 61. Johnnie Sanders (Mrs. A. E. Bowen), Shanghai, China.

1888

- 62. Bessie Jefferies (Mrs. Baxter Wood), Gaffney.
- 63. Lucy Ellis (Mrs. Julius Newton). Died in Athens, Ga., January 23, 1903.
- 64. Janie Featherstone, Anderson.
- 65. Sunie Littlejohn (Mrs. Eagleton), Naples, Italy.

1889

- 66. Mary Mattison (Mrs. Julius Miller), Anderson.
- 67. Lohner Epting (Mrs. Davenport), Horseshoe, N. C.

1890

- 68. Mattie Anderson (Mrs. A. J. Cauthen), Anderson.
- 69. Sallie Few (Mrs. Luther Marchant). Died at Greer, S. C., April 23, 1898.

1891

- 70. Rosa Greer (Mrs. Watkins), Westminster.
- 71. Sallie Camp, Lando.
- 72. Janie Gray, Williamston.
- 73. Rosa Hodges (Mrs. J. D. Crout), Anderson.
- 74. Anna Wilson (Mrs. Ellis), Walhalla
- 75. Maida Goodgion, Williamston.
- 76. Bertha Epps (Mrs. E. Z. James), Campobello.
- 77. Hortense Mauldin (Mrs. N. D. Lesesne), Kingstree.

1892

- 78. Mattie Connor (Mrs. Arthur Wiggins), Denmark.
- 79. Bessie Epting, Williamston.
- 80. Carrie Foster (Mrs. Jesse Calvert), Mount Tabor.

1893

- 81. Angie Clayton (Mrs. Doane Epps), Central.
- 82. Daisy Crymes (Mrs. James Ramsey), Williamston.
- 83. Bertha Anderson (Mrs. D. P. Gray), Williamston.
- 84. Mary Auld, Columbia.

1894

- 85. Andrena Anderson, Williamston.
- 86. Minnie Wood (Mrs. John McGraw). Died in Newberry, November 1, 1908.
- 87. Sue Stoll, Kingstree.
- 88. Leta Tatum (Mrs. Harry Barton), Walhalla.
- 89. Fannie Auld. Died in Greenwood, October 26, 1897.

1895

- 90. Lessie Bull (Mrs. D. G. Dantzler), Dantzler.
- 91. Sue Cox, Williamston.
- 92. Alice Giles, Atlanta, Ga.

1896

- 93. Eola Rice (Mrs. W. Osteen), Florence.
- 94. Minnie Klugh (Mrs. Joyce), Mullins.
- 95. Mamie McGraw (Mrs. W. S. Henry), Traveler's Rest.
- 96. Mary Newton, Bennettsville.
- 97. Evelyn Parrott (Mrs. Parrott), Darlington.
- 98. Clare Stokes (Mrs. Laurin Covington), Summerton.
- 99. May Whitmire (Mrs. F. H. Shuler), Manning.

1897

- 100. Louise Barber, Lander College.
- 101. Jessie Simmons (Mrs. W. A. Williams), Greenwood.

1898

- 102. Kate Holcombe (Mrs. M. C. Pool), Cross Anchor.
- 103. Edna Mills (Mrs. Pryor), Died in Rock Hill, August 22, 1902.
- 104. Mary McKelvey. Died in Atlanta, October 1, 1905.
- 105. Zessie Rush (Mrs. G. E. Marchbanks), Anderson

1899

- 106. Maud O'Neal, Anderson.
- 107. Maude Rosamond (Mrs. T. A. Wigington), Anderson.
- 108. Maude Douthit (Mrs. Joseph Bell), Anderson.
- 109. Gertrude Jones (Mrs. G. B. Walton), Anderson.
- 110. Liddle Crymes (Mrs. D. S. Vandiver), Anderson
- 111. Janie Sullivan (Mrs. J. N. Anderson), Gainesville, Florida.

1900

- 112. Ruth Rush (Mrs. Babb), Anderson.
- 113. Helen Gaines, Williamston.
- 114. Jessie McKelvey (Mrs. Clarence Lee), Lydia.

1901

- 115. Sarah McCullough (Mrs. J. J. McSwain), Greenville.
- 116. Lena Lawson, Lander College.
- 117. Pearl Russell (Mrs. S. H. Booth), Leesville.

1902

- 118. Flora McKelvey, Pelzer, R. F. D.
- 119. Annie Barber (Mrs. Ellis Huckabee), Lowndesville.
- 120. Helen Barber (Mrs. D. N. Bourne), Sampit.

1903

- 121. Allene Grier (Mrs. R. H. Ferguson), Spartanburg.
- 122. Carrie Monroe (Mrs. Wightman Epps), Kingstree.
- 123. Elizabeth Newton, Bennettsville.
- 124. Corrie Phinney (Mrs. J. C. Latimer), Honea Path.
- 125. Gertrude Cely, Anderson.
- 126. Bettie Lawson, Darlington.
- 127. Bessie Peacock, Rock Hill.
- 128. Lillian Gambrell, Abbeville.
- 129. Alice Stackhouse (Mrs. J. H. Rogers), Mallory.

1904.

- 130. Mary Dagnall (Mrs. Paul Allen), Bamberg.
- 131. Adele Wannamaker, St. Matthews.
- 132. Lena Thomas, Lake City.
- 133. Marlon Thomas (Mrs. D. H. Oliver), Lake City.
- 134. Madge Anderson, Chester.
- 135. Inez Crymes, Williamston.
- 136. Kizzie Jones (Mrs. Ernest M. Lander), Calhoun Falls.

1905

137. Grace Stokes (Mrs. J. T. Carter), Bowman.
138. Emily Dantzler, Orangeburg.
139. Agnes Holman (Mrs. Eugene Atkinson), Orangeburg.
140. Frances Ransom, Beeville, Texas.
141. Dolly May Senn, Silver Street.
142. Laura Hall Lander (Mrs. Daniel Brown), Williamston.
143. Inez Bowers (Mrs. Paysinger), Ninety-Six, R. F. D.
144. Beatrice Celey, Piedmont, R. F. D.
145. Frances Anderson, Waterloo.
146. Myrtle Beachman (Mrs. Olin Evans), Bowman.
147. Susie Hodges, Greenwood.
148. Lillian Fay Moss (Mrs. McConnell), Royston, Georgia.
149. Annie Garrett, Simpsonville.
150. Argent Skinner, Stokes' Bridge.
151. Carree Douthit, Pendleton.
152. Mary McLees, Geernwood.
153. Pearl Napier, Greenwood.
154. Mary Terrell Rogers, Blenheim.

1907

155. Lela McCool (Mrs. Dominick), Breezewood.
156. Leila Garris, Smoak's.
157. Roberta McIntosh (Mrs. Anderson), Ninety Six.
158. GeDelle Brabham (Mrs. Wilson), Allendale.
159. Miriam Foster (Mrs. Charles Scarborough), Conway.
160. Dolly Cleland, Newberry.
161. Lucy McCallum, Blenheim.
162. Annie B. Dalrymple, Townville.

1908

163. Annie Lou Banks, St. Matthews.
164. Maggie Ethridge, Breezewood.
165. Eulalie Earle, Spartanburg.
166. Emma Andrews, Greenwood.
167. Amanda Edwards, Latta.
168. Jessie Player, Bishopville.
169. Bertha Wannamaker, Sumter.
170. Carrie Lou Connor, Greenwood.
171. Mamie DuRant, Getsinger.
172. Margaret Jones, Georgetown.

173. Annie Laurie Williams, Greenwood.
174. Helen Gambrell, Greenwood.
175. Dollie Buzhardt, Newberry.
176. Grace Gilmore (Mrs. Wells), Holly Hill
177. Dora Hinnant, Lake City.
178. Ethel Nesmith, Lake City.
179. Volina Ouzts, Greenwood.
180. Martha Platt, Wedgefield.
181. Irene Rumph, St. George.
182. Lodia Seymour, Greenwood, R. F. D.
183. Ruth Seymour, Greenwood, R. F. D
184. Lucille Sheridan, Greenwood
185. Lila Simmons, Gray Court.
186. Minnie Lute Spear, Waycross, Ga.

1909

189. Corinne Anderson, Pendleton.
190. Kathleen Anderson, Pendleton.
191. Pearl Bates, Carlisle.
192. Mamie Elise Bolton, Greenwood.
193. Allie Carson, Holly Hill.
194. Winnie Cely, Piedmont.
195. May Belle Coleman, New Market.
196. Dona Lee Dalrymple (Mrs. Speers), Townville.
197. Ethel Epting, Greenwood.
198. Christine Frazier, Ninety Six.
199. Doris Goolsby, Denmark.
200. Lillian Goolsby, Denmark.
201. Laurie Gray, Gray Court.
202. Sallie Hamilton, Dillon.
203. Annie Hughey, Greenwood.
204. Eilleen Kilgo, Florence.
205. Carrie Porcher Lander, Pelzer.
206. Lewis Lipscomb, Ninety Six.
207. Belle McCutcheon, Remberts.
208. Dorothy Napier, Greenwood.
209. Martha Ouzts, Greenwood.
210. Marie Patterson, Lanford.
211. Frances Patton, Cross Anchor.
212. Annie Belle Pittman, Carlisle.
213. Mattie Roberts, Ninety Six.

- 214. Lucile Turner, Greenwood.
- 215. Ora Waldrep, Enoree.
- 216. Nell Williams, Scotia.
- 217. Lily Yarborough, Cross Anchor.
- 218. Maud Young (Mrs. Green), Laurens.
- 219. Lucile Zimmerman, Westminster.

1910

- 220. Marguerite Adams, Charleston.
- 221. Onie Lee Agnew, Greenwood.
- 222. Sarah Bailey, Sampit.
- 223. Wessie Bethea, Latta.
- 224. Mary Z. Calhoun, Greenwood.
- 225. Cora Lee Coleman, Greenwood.
- 226. Edna Ellis, Greenwood.
- 227. Lucie Gasque, Marion.
- 228. Sarah Hammet, Blackville.
- 229. Inez Hutchison, Ninety Six.
- 230. Blanche Lawrence, Florence.
- 231. Mary Livingston, Bamberg.
- 232. Eula McWhorter, Anderson.
- 233. Annie Miller, Westminster.
- 234. Ethel Still, Ninety Six.
- 235. Evelyn Turner, Greenwood.
- 236. Clarissa Whitaker, La Grange, Ga.
- 237. Ethel Willis, Gray Court.



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